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ABSTRACT

This technical assistance paper is designed as a general guide to assist school districts in developing and implementing multiple-exit vocational programs for students with disabilities. The following topics are covered in Part 1: the concept of multiple-exit points (MEPs) and its background, purposes and benefits of MEPs, goals and guiding principles, program content modifications, a MEPs flowchart, a recommended district-level MEPs process, a recommended procedure for individualized education program (IEP) teams implementing MEPs, documentation of student progress, procedures for reporting vocational education program completers or leavers, and vocational certificates and MEPs. Discussed in Parts 2 and 3 are the application of MEPs in business education and commercial foods vocational programs. Each part includes job descriptions and sample work-ups for two hypothetical students. Each work-up contains the following: a discussion of the student's strengths and interests, a discussion of and sample sections from the student's IEP, a student performance profile, a sample curriculum-based vocational assessment rating form, and sample competency certificate. The text of a state regulation, Course Modifications for Exceptional Students, is appended. (MN)

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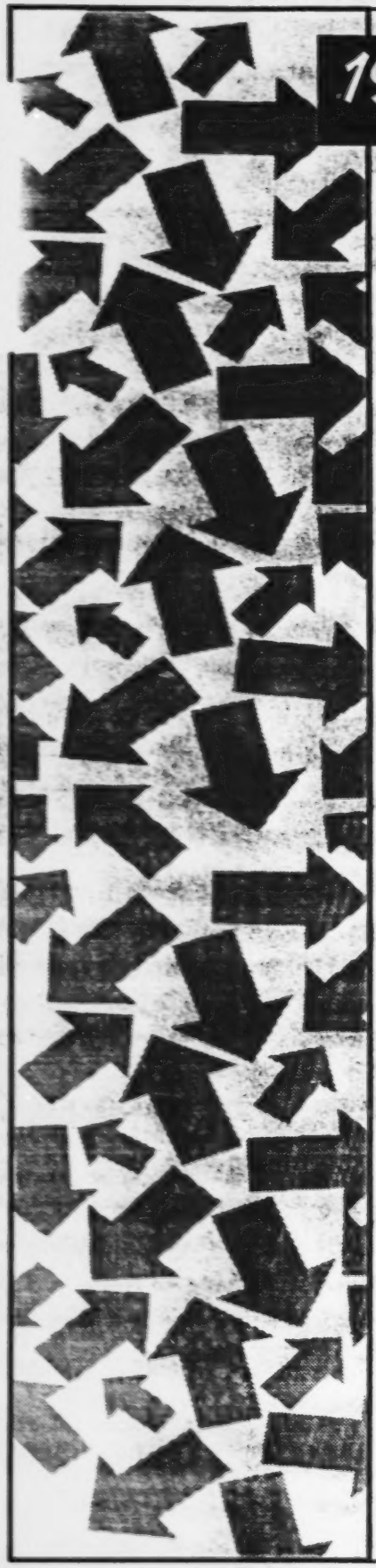

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# Multiple Exit Points In Vocational Education For Students With Disabilities

Bureau of Vocational Programs and Services,
Division of Vocational, Adult and Community Education
and
Bureau of Education for Exceptional Students,
Division of Public Schools

Florida Department of Education

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# MULTIPLE EXIT POINTS

# IN VOCATIONAL EDUCATION

# FOR STUDENTS WITH DISABILITIES

Bureau of Vocational Programs and Services
Division of Vocational, Adult and Community Education
and
Bureau of Education for Exceptional Students
Division of Public Schools

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## CONTENTS


Preface ..... v
Acknowledgments ..... v

Part I: Multiple Exit Points (MEPs) Concept and Background ..... 1
Introduction ..... 1
Definition of Multiple Exit Points ..... 1
Purpose and Benefits of Multiple Exit Points ..... 2
Goal and Guiding Principles ..... 3
Program Content Modifications ..... 4
MEPs Flowchart ..... 5
Recommended District Level MEPs Process ..... 6
Recommended Procedure for IEP Teams Implementing MEPs ..... 7
Documentation of Student Progress ..... 7
Reporting Vocational Education Program Completers or Leavers ..... 8
Vocational Certificates and MEPs ..... 8

Part II: Application of MEPs in Business Education Vocational Programs ..... 9
Business Multiple Exit Points Jobs Chart ..... 10
Job Descriptions ..... 11
Business Education, Student Example #1 ..... 12
Business Education, Student Example #2 ..... 25

Part III: Application of MEPs in Commercial Foods Vocational Programs ..... 39
Commercial Foods Multiple Exit Points Jobs Chart ..... 40
Job Descriptions ..... 41
Commercial Foods, Student Example #1 ..... 42
Commercial Foods, Student Example #2 ..... 61

Appendix: Course Modifications Rule ..... 83

## PREFACE

This technical assistance paper was developed in response to district recommendations concerning the benefits of implementing multiple exit points to increase program flexibility for students with disabilities enrolled in vocational education. It is expected that use of multiple exit points will result in more students with disabilities being mainstreamed in vocational programs, completing programs, and obtaining jobs. This paper was designed as a general guide, to assist districts in the development and implementation of multiple exit points, while providing flexibility to meet individual student and community needs.

## ACKNOWLEDGMENTS

The development of this technical assistance paper was a collaborative effort, involving the education and business/industry community. Special thanks are due to the members of the Multiple Exit Points Work Group and other reviewers throughout the state for their valuable input toward the final product.

# PART I

# MULTIPLE EXIT POINTS (MEPs) CONCEPT AND BACKGROUND

## Introduction

Vocational education opens the doors to increased opportunities for independence and success for all students. While many students with disabilities are enrolling in mainstream vocational education programs, many more could benefit if multiple exit points from job preparatory programs were developed and implemented.

The purpose of this paper is to explain the concept of multiple exit points (MEPs) and to recommend a process for using MEPs to increase options for students with disabilities in vocational education.

*Special Note*: Licensure/certification vocational programs, including but not limited to cosmetology, licensed practical nursing, and child care, are not subject to multiple exit points. These programs are single occupation oriented and are highly regulated. Students in these programs must complete all of the required competencies to meet licensure/certification requirements.

## Definition of Multiple Exit Points

Multiple exit points (MEPs) are selected sets of course standards within a vocational job preparatory program that provide the opportunity to complete a modified program and to develop marketable skills leading to competitive employment.

The concept of MEPs includes the following:

- Interdisciplinary planning to target student outcome(s).
- Modified program reflecting a student's interests, abilities, and special needs
- Selected course standards identified via the IEP process
- Continuous review of student progress to maximize the student's potential

**Purpose and Benefits of Multiple Exit Points**

The overall purpose of addressing MEPs for students with disabilities is to maximize their opportunities to participate in and benefit from vocational job preparatory programs, thus increasing their success in the world of work. Benefits of MEPs include the following:

- increase flexibility in career planning; allow more opportunities and choices related to education and jobs
- give students and teachers a targeted outcome
- highlight what students can do (emphasize ability rather than disability)
- encourage vocational teachers to have high expectations of students
- meet requirements for the transition component of Individual Educational Plans (IEPs)
- respond to accountability and accessibility mandates
- allow for a larger, more diverse population of workers that meet the local community labor market needs
- focus on earlier and continuous individual career counseling
- provide a realistic career ladder for students; students may move vertically and horizontally as their interests and skills develop further and as the labor market changes
- coordinate more realistically with vocational assessment and evaluation procedures
- promote a greater awareness and interdisciplinary collaboration that enhances transitional planning
- complement the dropout prevention effort by helping students target specific goals.

## Goal and Guiding Principles

The goal of MEPs is to ensure that modifications to the curriculum* for ESE students will result in selected sets of course standards within vocational job preparatory programs that lead to positive student outcomes. When tailored to the needs of the individual student, MEPs will provide the opportunity to match the interests, abilities, and special needs of the student to a job in the community. (*Rule 6A-6.0312, FAC, Course Modifications for Exceptional Students, applies to secondary ESE students. See Appendix.)

In order to assure adherence to the intent of MEPs, the following guiding principles are offered:

- INCREASED OPPORTUNITIES

  MEPs should be developed to increase open-ended opportunities for student involvement in training and jobs.

- INDIVIDUALIZED PLANNING

  Planning for each ESE student is individualized. Course standards to be mastered for the modified program and the job(s) for which the student is being trained must be identified on the student's Individual Educational Plan (IEP).

- MEPs JOBS CHARTS/COMPETENCY LISTS

  The state or district MEPs jobs charts are intended to be used as a general guide for modifying vocational programs for individual ESE students as documented on their IEPs. MEPs jobs charts should be adaptable to reflect local job market needs.

- INPUT FROM INTERDISCIPLINARY TEAMS

  MEPs with charts/competency lists should be developed by interdisciplinary teams which include representation from vocational education, exceptional student education (ESE), business/industry, guidance, and vocational rehabilitation, as well as vocational evaluators, parents, and other appropriate representatives as needed.

- JOB CORRELATION

  MEPs should be based on jobs in the community and related to titles/codes from the *Dictionary of Occupational Titles*.

- IMPACT ON EXISTING VOCATIONAL PROGRAMS

  MEPs are not intended to fragment or add to existing vocational programs. MEPs may increase numbers of students who would enroll in regular vocational education programs with a modified program that meets their needs.

**Program Content Modifications**

Determining whether the content of a student's vocational job preparatory program should be modified entails consideration of the student's strengths, experiences, and needs. The student performance standards for a job preparatory program reflected on a student's IEP should NOT be modified without taking into consideration vocational evaluation information (including academic levels) AS WELL AS student success (or lack of it) in:

- prevocational experiences
- exploratory courses
- practical arts courses
- work experiences.

If prior vocational experiences are limited, it is helpful to provide the student with opportunities to experience a sampling of training programs without penalty. This trial period should be assessed (e.g., Curriculum-Based Vocational Assessment, see page 7), and can be accomplished by the following methods:

- Short-term career shadowing in program(s) in which the student expresses interest. The student is exposed to several training options within each program.

- Structured participation and sampling of assignments and activities in several areas of training within each program.

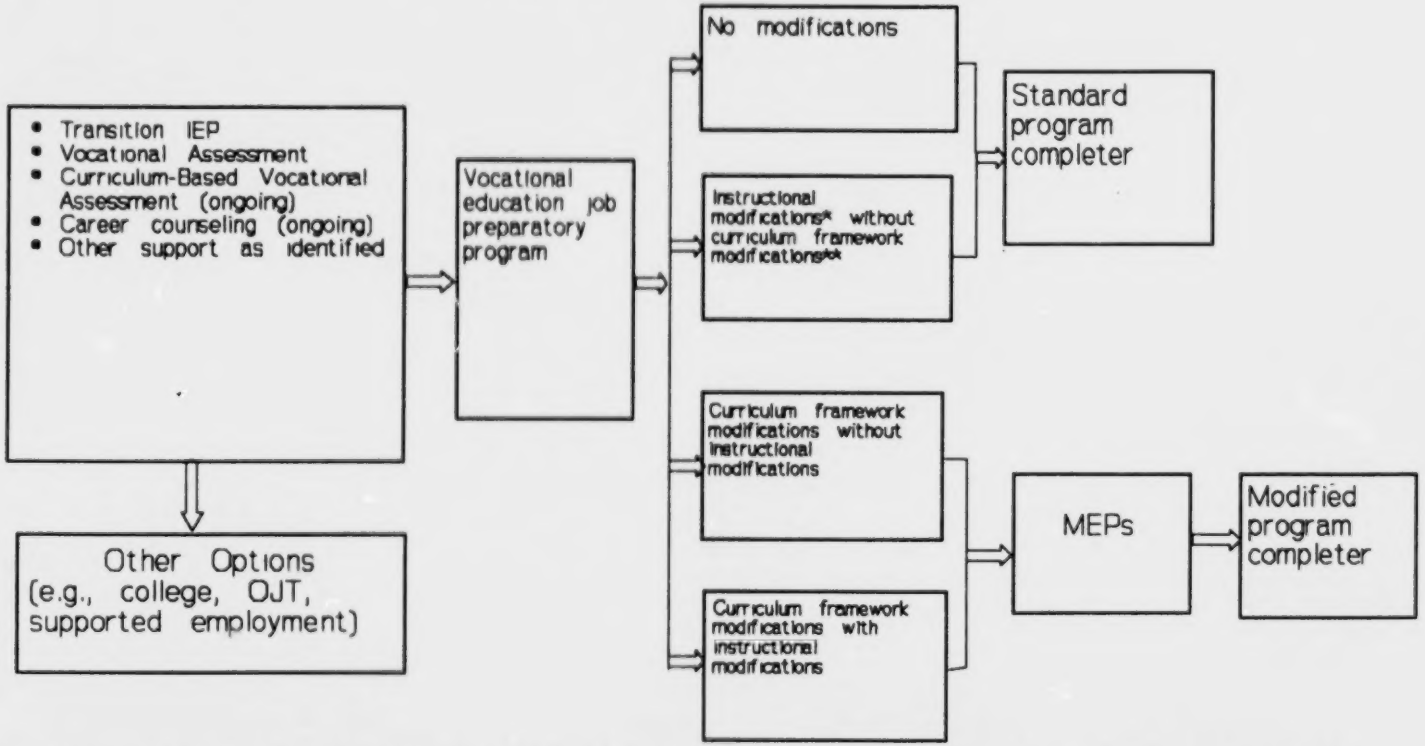
Based on assessment of performance, the student will be enrolled in the appropriate job preparatory program.

It is recommended that extended time, alternate instructional strategies, and other options be explored prior to identifying multiple exit points on the modified IEP.

The team may develop a modified IEP if mastery of all competencies is not a realistic expectation for the student. This decision may be made upon enrollment or after enrollment, based on evaluation of student progress.

The flowchart on page 5 illustrates the decision-making process for implementing multiple exit points for students with disabilities.

# MEPs FLOWCHART


• Transition IEP
• Vocational Assessment
• Curriculum-Based Vocational Assessment (ongoing)
• Career counseling (ongoing)
• Other support as identified
Other Options (e.g., college, OJT, supported employment)
Vocational education job preparatory program
No modifications
Instructional modifications* without curriculum framework modifications**
Curriculum framework modifications without instructional modifications
Curriculum framework modifications with instructional modifications
Standard program completer
MEPs
Modified program completer

* Instructional modifications may include the following: instructional time increased or decreased, instructional methodology varied, special communication systems used by teacher or student, classroom and district test administration procedures and other evaluation procedures modified.

** Curriculum framework modification is the selection of particular outcomes and student performance standards chosen from a vocational job preparatory program that a student must master to earn credit. Those selected student performance standards must be specified in the student's IEP in order to modify a job preparatory program to meet an individual student's needs.

**Recommended District Level MEPs Process**

The following process is recommended for implementing multiple exit points (MEPs) for students with disabilities in vocational education. The objective is to develop district policy, procedures, and technical assistance materials that meet the specific needs of students and the local community.

1. Vocational educators establish commitment of district administration to implement MEPs concept.

2. Vocational educators identify interdisciplinary team, also known as the core team. This includes representatives from vocational education, exceptional student education, guidance/counseling, vocational rehabilitation, and local businesses/industry, as well as parents, occupational specialists, and vocational evaluators.

3. Core team reviews state policy concerning course modifications for students with disabilities in vocational education.

4. Core team reviews technical assistance materials concerning definitions and standards related to vocational education enrollment, completion, and placement.

5. Core team reviews state MEPs technical assistance materials as a model to be adapted locally.

6. Core team drafts district policy on course modification.

7. Core team selects specific vocational program areas and develops MEPs jobs charts to reflect occupations in the community using recommended titles from the *Dictionary of Occupational Titles* (DOT) when appropriate.*

8. Vocational instructors and business representatives identify performance standards for selected MEPs areas identified on jobs charts.*

9. Core team determines procedures for including MEPs student performance standards on the IEP and adopts procedures for tailoring MEPs for individual students.

10. Core team develops district level technical assistance materials to address MEPs, including recommended procedures and MEPs jobs charts.

*It is helpful to code competencies to specific frameworks, so that this information may be used more efficiently by IEP Teams. It is also helpful to cross reference jobs charts with curriculum frameworks, so teachers know which frameworks include competencies for specific jobs.

**Recommended Procedure for IEP Teams Implementing MEPs**

1. Review information on student's present level of performance, considering interests, preferences, and needs.

2. Review jobs charts to determine possible exit points.

3. Select a target MEP, based on student's interests, preferences, abilities, and special needs.

4. Review curriculum framework(s) for course(s) needed for the targeted MEP/job.

5. Select course(s) required for the MEPs.

6. Determine competencies to be mastered by the student each year for credit.

7. Evaluate mastery of competencies at mid-year review.

8. Determine annually whether the student has mastered all the targeted competencies identified for the job as designated on the IEP.

**Documentation of Student Progress**

Curriculum-Based Vocational Assessment (CBVA), a process for documenting student mastery of specific competencies, is recommended as an effective assessment tool to use in conjunction with MEPs. Competencies typically addressed throughout the CBVA process include work related behaviors, such as punctuality, cooperation, and judgement; generalized skills, such as following directions, communicating orally and in writing, and demonstrating problem solving; and, specific skill outcomes, i.e., those competencies specific to the vocational job preparatory program.

CBVA rating forms are developed by teams who are familiar with the vocational programs offered by the district, the characteristics of students with disabilities, and employment opportunities in the community. Thus, CBVA rating forms are flexible enough to reflect the changing needs of the student, education system, and labor market, which is critical in the MEPs process.

For more information and training on CBVA, contact Dr. Janet Adams, Division of Vocational, Adult and Community Education, at 904/487-3164 (Suncom 277-3164).

**Reporting Vocational Education Program Completers or Leavers**

Criteria for reporting students in vocational programs modified through the use of MEPs as completers or leavers depends on whether the student is enrolled in a secondary or postsecondary program. Rule 6A-6.0312, FAC, Course Modifications for Exceptional Students, applies only to secondary students and allows modification to the particular vocational education outcomes and student performance standards which a student must master to earn credit.

A secondary student with disabilities would be required to demonstrate mastery of all of the competencies reflected in the intended outcomes and student performance standards identified on the student's IEP for the courses that make up the vocational program in order to be a program completer.

A secondary student with disabilities who has mastered some but not all of the competencies required for program completion identified on the IEP may, at the discretion of the teacher, be considered a "leaver with marketable skills."

Rule 6A-6.0312, FAC, Course Modifications for Exceptional Students, does not apply to postsecondary students. Therefore, students with disabilities enrolled in vocational education at the postsecondary level would be required to demonstrate mastery of all of the competencies identified in the curriculum frameworks to be program completers.

A postsecondary student who has mastered some but not all of the competencies required for program completion may be considered a "leaver with marketable skills" at the discretion of the teacher.

**Vocational Certificates and MEPs**

The local education agency (LEA) may determine whether regular and/or special certificates of vocational completion would be issued to students with disabilities who complete modified vocational programs. The LEA may find that completed CBVA rating forms could be useful in communicating individual student's skills to prospective employers. See pages 23, 37, 59, and 79 for samples of certificates.

# PART II

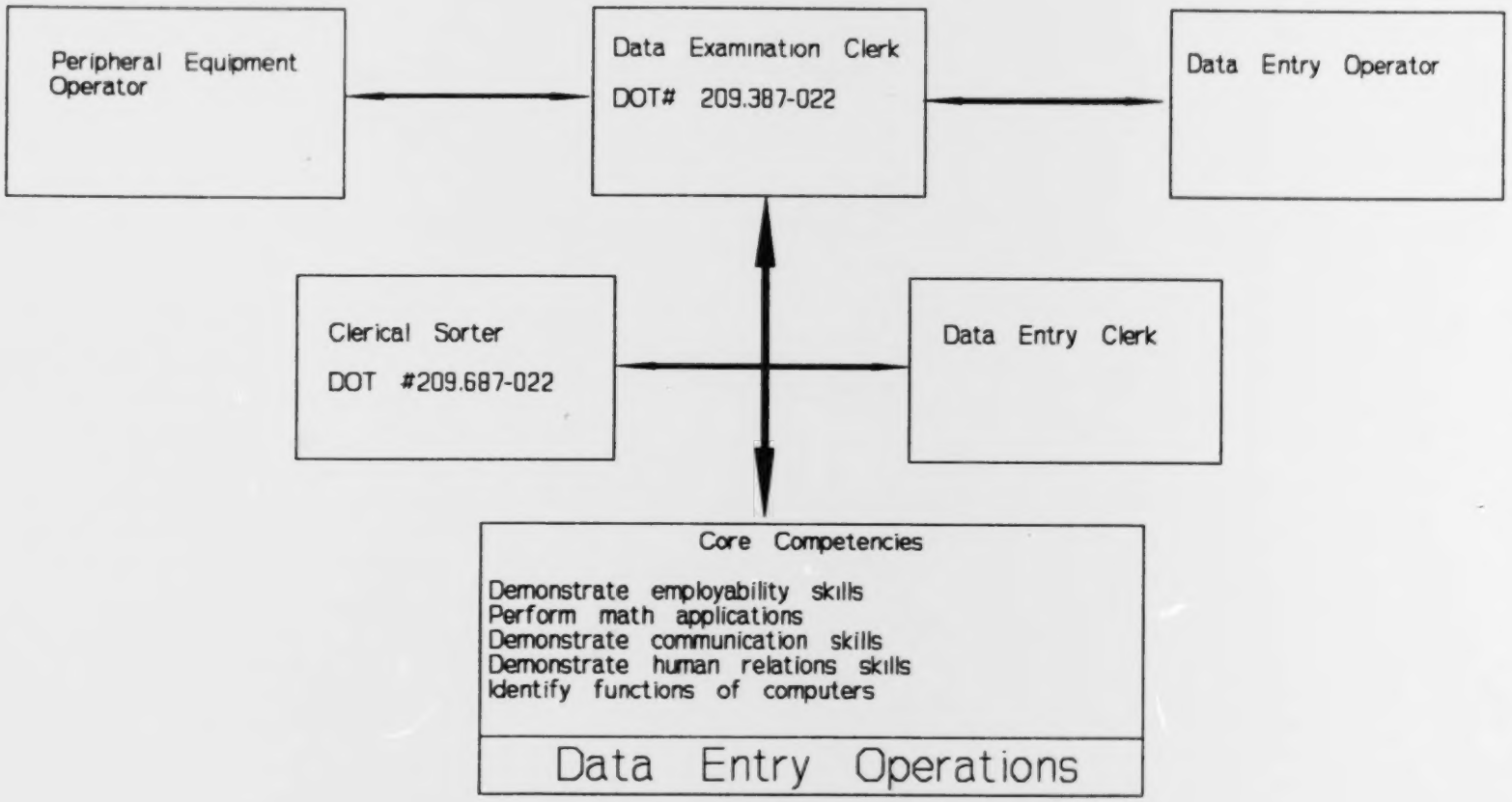
## APPLICATION OF MEPs IN BUSINESS EDUCATION VOCATIONAL PROGRAMS

Part II provides examples of the application of MEPs to students enrolled in a business education program. To illustrate the MEPs planning process, a "snapshot" approach is used. Selected sections of representative forms are completed for the sample students. **Only those sections of the IEP directly related to the vocational program have been completed. These are <u>not</u> intended to be complete IEPs.**

It is very important to remember that the transition planning process is ongoing and that students should have comprehensive educational plans in place, such as the *Blueprint* planner, in addition to IEPs, all of which are continually updated. As you read Part II, keep in mind the overall planning and documentation that would be in place for each student.

To illustrate multiple exit points and levels within one vocational program, a jobs chart with sample entry level multiple exit points for the Data Entry Operations program is included (see page 10). Job descriptions for a Clerical Sorter and Data-Examination Clerk are also included (see page 11).

Two students, TJ and Pat, are individually profiled in this section. The following materials are included for each student: (1) description of student strengths and interests; (2) Curriculum-Based Vocational Assessment (CBVA) performance profiles; (3) selected sections of IEP addressing instruction and employment; (4) CBVA rating form; and (5) sample vocational certificate.




10

BUSINESS Multiple Exit Points Jobs Chart

*Sorter (Clerical)*

Sorts data, such as forms, correspondence, checks, receipts, bills, and sales tickets, into specified sequence or grouping, such as by address, code, quantity, and class, for such purposes as filing, mailing, copying, or preparing records. May be designated according to work performed as Bill Sorter (clerical); Sales Slip Sorter (clerical).

*Data-Examination Clerk (Clerical)*

Reviews computer input and output documents to ensure accuracy, completeness, and adherence to establishment standards. Reviews documents, such as surveys, to ensure completeness and appropriateness prior to data entry. Reads notes and instructions written on source documents and compares information with printouts to detect errors and ensure completeness and conformity with establishment policies and procedures. Notifies supervisor when errors are detected or refers work to other workers for correction. Compares corrected input or output data with source documents, worksheets, and data displayed on screen of computer terminal to verify corrections. May review only computer input or output. May operate machines to separate and remove carbon paper from computer generated forms. May retype mutilated forms, using typewriter. May sort printouts for distribution.

**Business Education**
**Student Example #1**

**"TJ"**

*Strengths and Interests*

TJ shows excitement and draws fellow students' attention when doing assignments, and TJ's verbal excitement gets attention. TJ works well with hands-on training and is excellent at collating, stapling, and organizing printed material. TJ is always early to class and assignments are ready when due. TJ's appearance is neat and clean. TJ works well independently and is thorough when completing projects. However, TJ is easily distracted in groups and retention span is short.

TJ works on a part-time basis as a receptionist/switchboard operator. TJ is courteous and pleasant to visitors and follows good telephone manners when answering the phone. TJ uses time wisely to collate and organize projects done by others. At times, TJ is distracted by others, but is easily set back on track when reminded to do so.

The CBVA evaluation as TJ progressed through the Vocational Wheel indicated that TJ's highest interest area was Business Education/Computers (see page 13). In 7th grade, TJ took the "Jobs for the 90's Interest Inventory." TJ's high interest area, according to this test, was Business Occupations. In 8th grade, TJ took the "USES Interest Inventory." TJ's top three career cluster areas were: business detail, humanitarian, and social/business.

*TJ's IEP*

Upon review of TJ's pre-vocational experiences in practical arts business applications, part-time work experience, and jobs charts/job descriptions, it was determined by the IEP planning team that TJ should be enrolled in the Data Entry Operations program with modifications as indicated on the IEP.

An example of selected sections of TJ's IEP, including desired postschool outcome, employment/training annual goal, and short term objectives, may be found on page 15.

## ESE PERFORMANCE PROFILE

Name: TJ
School: _____
School Year: _____

| Proficiency | 3 = Above Average<br>2 = Average<br>1 = Below Average |
|---|---|

ESE Teacher: _____
Approx. Reading Level: _____
Approx. Math Level: _____
Special Needs: _____

| WORK RELATED BEHAVIORS | Agribusiness | Computer/ Business Ed. | Health Occupations | Home Economics | Industrial Technology | Marketing Occupations |
|---|---|---|---|---|---|---|
| 1. Displays initiative. | 3 (2) 1 | (3) 2 1 | 3 2 1 | (3) 2 1 | (3) 2 1 | 3 2 1 |
| 2. Displays tolerance to frustration. | (3) 2 1 | (3) 2 1 | 3 2 1 | (3) 2 1 | 3 (2) 1 | 3 2 1 |
| 3. Relates to peers/co-workers. | 3 2 (1) | (3) 2 1 | 3 2 1 | 3 (2) 1 | 3 (2) 1 | 3 2 1 |
| 4. Relates to teachers/supervisors. | 3 (2) 1 | (3) 2 1 | 3 2 1 | (3) 2 1 | 3 (2) 1 | 3 2 1 |
| 5. Works independently. | 3 (2) 1 | (3) 2 1 | 3 2 1 | (3) 2 , | (3) 2 1 | 3 2 1 |
| 6. Completes tasks as directed. | 3 (2) 1 | (3) 2 1 | 3 2 1 | 3 (2) 1 | 3 (2) 1 | 3 2 1 |
| 7. Displays appropriate conduct, habits, manners. | 3 (2) 1 | (3) 2 1 | 3 2 1 | 3 (2) 1 | (3) 2 1 | 3 2 1 |
| 8. Displays appropriate appearance. | 3 (2) 1 | (3) 2 1 | 3 2 1 | (3) 2 1 | 3 (2) 1 | 3 2 1 |
| 9. Complies with attendance regulations. | 3 (2) 1 | (3) 2 1 | 3 2 1 | (3) 2 1 | 3 (2) 1 | 3 2 1 |
| 10. Uses care with materials/equipment. | 3 (2) 1 | (3) 2 1 | 3 2 1 | (3) 2 1 | 3 (2) 1 | 3 2 1 |
| 11. Complies with safety rules. | (3) 2 1 | (3) 2 1 | 3 2 1 | (3) 2 1 | 3 (2) 1 | 3 2 1 |
| Strengths (Choose from Behaviors 1 through 11) | 11 | 5 | | 5 | 7 | |
| 1. Displays an interest in this vocational career. | Yes (No) | (Yes) No | Yes/No | (Yes) No | Yes (No) | Yes/No |
| | | | | | | |
| Grade (numerical) | | | | | | |
| Teacher's Signature/Date | [illegible] | gB | | SJ | gR | |

Additional Comments

White - ESE Teacher
Canary - Cum Folder
Pink - Vocational Coordinator

## PERFORMANCE PROFILE FOR EIGHTH GRADE EXPLORATORY VOCATIONAL COURSES

Name: TJ
School: _____
School Year: _____

### CAREER SKILLS FOR COMPUTERS

ESE Teacher: _____
Approx. Reading Level: _____
Approx. Math Level: _____
Special Needs: _____

| Proficiency | 3 = Above Average<br>2 = Average<br>1 = Below Average |
|---|---|

| Section A - WORK RELATED BEHAVIORS | Rating | | Comments |
|---|---|---|---|
| 1. Display initiative. | (3) 2 1 | | Excellent student. |
| 2. Display tolerance to frustration. | (3) 2 1 | | |
| 3. Relate to peers/co-workers. | (3) 2 1 | | |
| 4. Relate to teachers/supervisors. | (3) 2 1 | | |
| 5. Work independently. | (3) 2 1 | | |
| 6. Complete tasks as directed. | (3) 2 1 | | |
| 7. Display appropriate conduct, habits, manners. | (3) 2 1 | | |
| 8. Display appropriate appearance. | (3) 2 1 | | |
| 9. Comply with attendance regulations. | (3) 2 1 | | |
| 10. Use care with materials/equipment. | (3) 2 1 | | |
| 11. Comply with safety rules. | (3) 2 1 | | |
| **Section B - CAREER SKILLS** | **Rating** | **Student Interest** | **Comments** |
| 12. Define terms related to computer parts and usage. | 3 (2) 1 | (3) 2 1 | |
| 13. Demonstrate proper care and handling of computer equipment. | (3) 2 1 | (3) 2 1 | |
| 14. List ways computers are used in vocational areas. | 3 (2) 1 | (3) 2 1 | |
| 15. Perform basic computer operations. | (3) 2 1 | (3) 2 1 | |
| 16. Perform touch typing on home row keys. | 3 (2) 1 | (3) 2 1 | |
| 17. Demonstrate computer applications: | | | Has a basic grasp of computer app. |
| a. Desktop Publishing | 3 (2) 1 | 3 (2) 1 | |
| b. Word Processing | (3) 2 1 | (3) 2 1 | |
| c. Databases | 3 (2) 1 | 3 (2) 1 | |
| d. Spreadsheets | 3 (2) 1 | 3 (2) 1 | |
| 18. Identify careers related to computers. | 3 (2) 1 | (3) 2 1 | Student would like to work in this field. |

14

White - ESE Teacher (Program/Cum Folder)
Canary - Career Planner
Pink - High School Vocational Coordinator

Teacher's Signature: _____ Date: _____

**SAMPLE SECTIONS**

VERY GOOD SCHOOL DISTRICT
**TRANSITION INDIVIDUAL EDUCATIONAL PLAN**
Cover Page

Initial IEP ____/____
Current IEP ____/____
Review ____/____
Re-evaluation ____/____
Grade: _____

Student Name _____ TJ _____
Last First MI

Student ID#: _____ Date of Birth: _____

FEFP COST FACTOR(S): 201 202 203 204 205 206 207 208 209 210 211 212 213 214 215

| EXCEPTIONAL EDUCATION ASSIGNMENTS/ AMOUNT OF SERVICES | INITIATION DATE | ANTICIPATED DURATION | ADDITIONAL INFORMATION |
|---|---|---|---|
| | | | * Consultation |
| RELATED SERVICES: | | | |

EXTENT TO WHICH STUDENT WILL PARTICIPATE IN BASIC AND/OR VOCATIONAL EDUCATION (indicate total hours/week)

Business Ed. 5

Subject Hours/week | Subject Hours/week

Subject Hours/week | Subject Hours/week

Subject Hours/week | Subject Hours/week

VOCATIONAL EDUCATION: _____

PHYSICAL EDUCATION ___ Regular ___ Adaptive ___ Spec Designed

USE OF MAINSTREAM COST FACTOR
(Specify required aids, services, or equipment)

Business Ed. 5*

Subject Hours/week | Subject Hours/week

Subject Hours/week | Subject Hours/week

DIPLOMA DECISION: Standard _____ Special _____

_____ Promoted _____ Retained _____ Summer School

COURSE MODIFICATIONS (specify)

Modification to curriculum framework
Additional time for tests
special seating

| IEP MEETING PARTICIPANTS | SIGNATURES | DATE | TITLE |
|---|---|---|---|
| LEA Rep | | | |
| Parents | | | |
| Student | | | |
| Teacher(s) | | | |
| Agency Rep | | | |
| Agency Rep | | | |
| Evaluator | | | |
| Other(s) | | | |

Page 1 NCR = White: District Pink: Family Yellow: Agency1 Blue: Agency2

STUDENT NAME: TJ STUDENT ID#: _____ DATE: _____ PAGE ___ of ___

**Desired Postschool Outcome** (Consider the following: postsecondary education, continuing and adult education, vocational training, integrated employment, adult services, independent living and community participation)

TJ desires to work in a business-related field, live independently, volunteer in the community, and pursue postsecondary vocational education in the business area.

**Statement of Student's Present Level of Performance**

TJ works well independently and is on time with assignments. TJ expressed interest in business education/computers. TJ will need assistance with reading assignments.

**ActivityAreas**

| | | | |
|---|---|---|---|
| Instruction | ✓ | Post-school Adult Living | ____ |
| Community Experiences | ___ | *Daily Living Skills | ____ |
| Employment | ✓ | *Functional Voc. Assessment | ___ |

Check the appropriate activity area(s) addressed by the Annual Goal and Short-term Objectives below * If appropriate

**Annual Goal**

The student will demonstrate mastery of skills required to be employed as a Data Examination Clerk.

**SHORT-TERM OBJECTIVES**

1. See student performance standards identified on Data Entry Operations framework (attached)

Vocational Education — Curriculum-Based Vocational Assessment (CBVA) every 6 weeks — ____ — ____ — Achieved N ___ Y ___ Date__
Responsible Person/Agency — Evaluation Procedures, Schedule,& Criteria — Start — End

2. _____

_____ — _____ — _____ — _____ — Achieved N ___ Y ___ Date__
Responsible Person/Agency — Evaluation Procedures, Schedule,& Criteria — Start — End

3. _____

_____ — _____ — _____ — _____ — Achieved N ___ Y ___ Date__
Responsible Person/Agency — Evaluation Procedures, Schedule,& Criteria — Start — End

4. _____

_____ — _____ — _____ — _____ — Achieved N ___ Y ___ Date__
Responsible Person/Agency — Evaluation Procedures, Schedule,& Criteria — Start — End

16

STUDENT NAME: TJ STUDENT ID#: DATE: PAGE ___ of ___

**No Services Needed:** The team feels that no transition supports, services, or skills are needed at this time in the following activity area(s) (NOTE: Each activity area must be addressed either through an annual goal or a statement in the space provided below. If the indication is that no services are needed, the team must indicate the basis on which this decision was made.)

**Instruction** _____

_____

**Community Experiences** _____

_____

**Employment** _____

_____

**Post-school Adult Living** _____

_____

## Responsibilities and/or Linkages

A person's signature below indicates willingness to provide or pay for the support(s), service(s), or skill(s) indicated on the previous page(s), as appropriate, in conformance with the person/agency's roles and responsibilities.

| Agency Represented | Responsibilities | Agency Representative's Signature |
|---|---|---|
| Vocational Education | Instruction with modifications | [signature] |
| Agency Represented | Responsibilities | Agency Representative's Signature |
| Family Member | Responsibilities | Family Member's Signature |
| Student | Responsibilities | Student's Signature |

17

TJ

STUDENT PERFORMANCE STANDARDS | EFFECTIVE DATE: July, 1993

PROGRAM AREA: Business | SECONDARY NUMBER: 8206200

PROGRAM TITLE: Data Entry Operations | POSTSECONDARY NUMBER: B070303

02.0 PERFORM MATHEMATICAL APPLICATIONS--The student will be able to:

Year 1

02.01 Apply addition, subtraction, multiplication, and division skills to the solution of keyboarding problems.
02.02 Apply mathematical skills and concepts in solving problems related to the design, format and tabulation of business documents.
02.12 Interpret line graphs, circle graphs, bar graphs, and tables.
02.15 Compute discounts.
02.16 Apply algebraic concepts to develop and interpret spreadsheets.
02.17 Select an appropriate format and construct tables or graphs using computer software.

03.0 PERFORM KEYBOARDING ACTIVITIES--The student will be able to:

Year 1

03.01 Demonstrate keyboarding techniques.
03.02 Identify operative parts of keyboarding equipment.
03.03 Identify formatting principles.
03.04 Demonstrate speed and accuracy in entering straight-copy material.
03.05 Key business letters and envelopes.
03.06 Key interoffice memoranda.
03.07 Key tabulated information.

05.0 PERFORM BUSINESS RECORDS ACTIVITIES--The student will be able to:

05.05 Enter data into an accounts payable system.
05.06 Enter data into an accounts receivable system.
05.07 Enter data into a cash payments system.
05.08 Enter data into a cash receipts system.
05.09 Enter data into a payroll system.

07.0 PERFORM COMMUNICATION ACTIVITIES--The student will be able to:

Year 1

07.01 Locate, interpret and record information retrieved from written resources.
07.02 Proofread and edit documents for spelling, punctuation, capitalization, word division and accuracy of content.
07.03 Follow oral and written instructions.
07.04 Compose a brief autobiographical sketch to include career plans.
07.06 Participate in group discussion activities.
07.08 Compose and key a letter of application and resume applying principles of standard English.
07.09 Read, interpret and apply information found in computer documentation (e.g., computer manuals).
07.10 Prepare a written analysis of a chart or graph.

08.0 DEVELOP HUMAN RELATIONS SKILLS--The student will be able to:

Year 1

08.01 Identify traits that promote good human relations and increase job performance.

09.0 PERFORM JOB APPLICATION ACTIVITIES--The student will be able to:

09.01 Complete employment forms.
09.02 Classify behaviors considered to be appropriate or inappropriate in a job interview situation.
09.03 Compose and key a letter of application and a resume.

10.0 DEMONSTRATE A KNOWLEDGE OF INFORMATION PROCESSING CONCEPTS--The student will be able to:

Year 2/3

10.01 Identify applications of computers in business.
10.04 Classify fields found within an employee payroll record.
10.05 Classify fields required on a purchase requisition.
10.06 Classify characteristics of recording transactions as either online, point of sale, or manual.
10.07 Calculate batch totals for computer processing.
10.08 Balance a payroll register.

11.0 PERFORM CONSUMER ECONOMICS ACTIVITIES--The student will be able to:

11.01 Identify basic concepts of the American economic system.

17.0 IDENTIFY FUNCTIONS OF COMPUTERS--The student will be able to:

Year 2/3

17.01 Identify computer hardware and software.
17.02 Identify generic data processing terms.
17.03 Identify the relationship between a source document and a single transaction on a unit of record.
17.04 Identify major types of careers in data processing with the duties performed and educational requirements needed.
17.05 Sequence and define the steps of a processing cycle.
17.06 Identify symbols used in flowchart application.

Note: Skills addressed during year 1 will continue to be addressed during years 2 and 3, with more advanced applications.

## CURRICULUM-BASED VOCATIONAL ASSESSMENT (CBVA) RATING FORM

Name _____
ID# _____
Exceptionality _____
Home School _____
Shared-time School _____
ESE Dept. Chairperson _____

**Scale**

**Y = Yes N = No**

***DO NOT RATE ANY ITEM NOT OBSERVED***

School Year(s) _____
Grade(s) _____
Program Name: Data Entry Operations
Program #: 8206200
MEPs: Data Examination Clerk

Rater's Name _____
Rater's Signature _____

**Scale**

**P = Proficient**
**M = Pro.w/modification**
**N = Not Proficient**

***DO NOT RATE ANY ITEM NOT OBSERVED***

| **WORK RELATED BEHAVIORS:** **Dates:** | | | | | **SPECIFIC SKILL OUTCOMES:** **Dates:** | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 1. Complies with attendance | Y N | Y N | Y N | Y N | 31. Applies mathematical skills and concepts in solving problems related to the design, format and tabulation of business documents. | | | | |
| 2. Practices punctuality | Y N | Y N | Y N | Y N | | | | | |
| 3. Interacts with teachers or supervisors | Y N | Y N | Y N | Y N | | | | | |
| 4. Cooperates as a team member | Y N | Y N | Y N | Y N | 32. Computes discount. | ___ | ___ | ___ | ___ |
| 5. Seeks assistance appropriately | Y N | Y N | Y N | Y N | 33. Demonstrates key boarding techniques. | ___ | ___ | ___ | ___ |
| 6. Works unsupervised | Y N | Y N | Y N | Y N | 34. Identifies operative parts of key boarding equipment. | ___ | ___ | ___ | ___ |
| 7. Completes task accurately & in timely manner | Y N | Y N | Y N | Y N | 35. Identifies formatting principles. | ___ | ___ | ___ | ___ |
| 8. Uses good judgment | Y N | Y N | Y N | Y N | 36. Demonstrates speed and accuracy in entering straight-copy material. | | | | |
| 9. Accepts changes | Y N | Y N | Y N | Y N | | ___ | ___ | ___ | ___ |
| 10. Accepts constructive criticism | Y N | Y N | Y N | Y N | 37. Keys business letters and envelopes. | ___ | ___ | ___ | ___ |
| **Displays:** | | | | | 38. Keys interoffice memoranda. | ___ | ___ | ___ | ___ |
| 11. Initiative | Y N | Y N | Y N | Y N | 39. Keys tabulated information. | ___ | ___ | ___ | ___ |
| 12. Integrity | Y N | Y N | Y N | Y N | 40. Locates, interprets and records information retrieved from written resources. | | | | |
| 13. Frustration tolerance | Y N | Y N | Y N | Y N | | ___ | ___ | ___ | ___ |
| 14. Good manners and personal habits | Y N | Y N | Y N | Y N | 41. Proofreads and edits documents for spelling, punctuation, capitalization, word division and accuracy of content | | | | |
| 15. Appearance required by situation | Y N | Y N | Y N | Y N | | ___ | ___ | ___ | ___ |
| 16. Safe use & proper care of materials/equipment | Y N | Y N | Y N | Y N | 42. Follows oral and written instructions. | ___ | ___ | ___ | ___ |
| 17. _____ | Y N | Y N | Y N | Y N | 43. Reads, interprets and applies information found in computer documentation (e.g., computer manual). | ___ | ___ | ___ | ___ |
| 18. _____ | Y N | Y N | Y N | Y N | 44. Identifies traits that promote good human relations and increase job performance. | ___ | ___ | ___ | ___ |
| 19. _____ | Y N | Y N | Y N | Y N | 45. Classifies fields found within an employee payroll record. | ___ | ___ | ___ | ___ |
| 20. _____ | Y N | Y N | Y N | Y N | 46. Classifies fields required on a purchase requisition. | ___ | ___ | ___ | ___ |
| | | | | | 47. Identifies computer hardware and software. | ___ | ___ | ___ | ___ |
| | | | | | 48. Identifies generic data processing terms. | ___ | ___ | ___ | ___ |
| | | | | | 49. Identifies the relationship between a source document and a single transaction on a unit of record. | ___ | ___ | ___ | ___ |

| GENERALIZED SKILL OUTCOMES: Dates: | | | | | MODIFICATIONS: *List date, item #, and modification for each (M) rating.* |
|---|---|---|---|---|---|
| 21. Understands/follows oral directions | Y N | Y N | Y N | Y N | DATE ITEM# MODIFICATION |
| 22. Communicates orally | Y N | Y N | Y N | Y N | |
| 23. Communicates in writing | Y N | Y N | Y N | Y N | |
| 24. Understands/follows written directions | Y N | Y N | Y N | Y N | |
| 25. Applies related terminology | Y N | Y N | Y N | Y N | |
| 26. Applies related measurement | Y N | Y N | Y N | Y N | |
| 27. Applies related math computation | Y N | Y N | Y N | Y N | |
| 28. Demonstrates problem solving | Y N | Y N | Y N | Y N | |
| 29. Demonstrates computer literacy | Y N | Y N | Y N | Y N | |
| 30. Shows interest in occupational area | Y N | Y N | Y N | Y N | *Use space below to list additional modifications or make general comments* |

22

# Competency Certificate

This is to certify that:

TJ

Achieved the performance levels acknowledged
on the reverse side for the program:

Data Entry Operations

These competencies specifically prepare this student for:

DOT Job Title Data Examination Clerk

DOT# 209.387-022

This _____ Day of _____, 1993

_____ Instructor

_____ Administrator

## DATA EXAMINATION CLERK

Major Competency Areas

The descriptions associated with each of the numbers focus on the level of student performance for each of the tasks listed below.

| | |
|---|---|
| 2= SKILLED | can perform job independently with no additional training |
| 1= MODERATELY SKILLED | has performed job independently during training program; limited additional training may be required |

| 2 | 1 | |
|---|---|---|
| | | Apply mathematical skills and concepts in solving problems related to the design, format, and tabulation of business documents. |
| | | Compute discounts. |
| | | Demonstrate keyboarding techniques. |
| | | Identify operative parts of keyboarding equipment. |
| | | Identify formatting principles. |
| | | Demonstrate speed and accuracy in entering straight-copy material. |
| | | Key business letters and envelopes. |
| | | Key interoffice memoranda. |
| | | Key tabulated information. |
| | | Locate, interpret and record information retrieved from written resources. |

| 2 | 1 | |
|---|---|---|
| | | Proofread and edit documents for spelling, punctuation, capitalization, word division, and accuracy of content. |
| | | Follow oral and written directions. |
| | | Read, interpret and apply information found in computer documentation. |
| | | Identify traits that promote good human relations and increase job performance. |
| | | Classify fields found within an employee payroll record. |
| | | Classify fields required on a purchase requisition. |
| | | Identify computer hardware and software. |
| | | Identify generic data processing terms. |
| | | Identify the relationship between a source document and a single transaction on a unit of record. |
| | | Sequence and define the steps of a processing cycle. |

24

**Business Education**
**Student Example #2**

**"Pat"**

*Strengths and Interests*

Pat enjoys baseball and statistics. Pat would rather work indoors than out. Pat works well in a team situation, especially if in charge or perceived to be in charge; Pat also works well alone. Pat can successfully group like items and follow instructions well. Pat functions at a low level academically. Pat has worked in an on-site training program in food service, laundry, stock, and data entry.

The CBVA evaluation as Pat rotated through the Vocational Wheel, indicated that Pat's highest interest area was Food Service. Pat's second highest interest was Computers (see page 26). In 7th grade, Pat took the "Jobs for the 90's Interest Inventory." Pat's high interest area, according to this test, was Business Occupations. In 8th grade, Pat took the "USES Interest Inventory." Pat's top three career cluster areas were: Accommodating, Persuasion, and Business Detail.

*Pat's IEP*

Upon completion of a six week assessment period in the Data Entry Operations program, the IEP planning team determined that program content modifications (course modifications) should be made and identified on the student's IEP.

An example of selected sections of Pat's IEP, including desired postschool outcome, employment/training annual goal, and short term objectives may be found on page 28.

## ESE PERFORMANCE PROFILE

Name: Pat
School: _____
School Year: _____

| Proficiency | 3 = Above Average<br>2 = Average<br>1 = Below Average |
|---|---|

ESE Teacher: _____
Approx. Reading Level: _____
Approx. Math Level: _____
Special Needs: _____

| WORK RELATED BEHAVIORS | Agribusiness | Computer/ Business Ed. | Health Occupations | Home Economics | Industrial Technology | Marketing Occupations |
|---|---|---|---|---|---|---|
| 1. Displays initiative. | 3 2 (1) | 3 (2) 1 | 3 2 1 | (3) 2 1 | 3 (2) 1 | 3 2 1 |
| 2. Displays tolerance to frustration. | 3 2 (1) | 3 (2) 1 | 3 2 1 | (3) 2 1 | 3 (2) 1 | 3 2 1 |
| 3. Relates to peers/co-workers. | 3 (2) 1 | (3) 2 1 | 3 2 1 | (3) 2 1 | 3 (2) 1 | 3 2 1 |
| 4. Relates to teachers/supervisors. | 3 (2) 1 | 3 (2) 1 | 3 2 1 | (3) 2 1 | 3 (2) 1 | 3 2 1 |
| 5. Works independently. | 3 (2) 1 | 3 (2) 1 | 3 2 1 | (3) 2 1 | (3) 2 1 | 3 2 1 |
| 6. Completes tasks as directed. | 3 2 (1) | (3) 2 1 | 3 2 1 | (3) 2 1 | (3) 2 1 | 3 2 1 |
| 7. Displays appropriate conduct, habits, manners. | 3 (2) 1 | 3 (2) 1 | 3 2 1 | (3) 2 1 | 3 (2) 1 | 3 2 1 |
| 8. Displays appropriate appearance. | (3) 2 1 | (3) 2 1 | 3 2 1 | (3) 2 1 | (3) 2 1 | 3 2 1 |
| 9. Complies with attendance regulations. | 3 (2) 1 | 3 (2) 1 | 3 2 1 | (3) 2 1 | 3 (2) 1 | 3 2 1 |
| 10. Uses care with materials/equipment. | 3 (2) 1 | (3) 2 1 | 3 2 1 | (3) 2 1 | (3) 2 1 | 3 2 1 |
| 11. Complies with safety rules. | 3 (2) 1 | (3) 2 1 | 3 2 1 | (3) 2 1 | (3) 2 1 | 3 2 1 |
| Strengths (Choose from Behaviors 1 through 11) | 8 | 6 | | 3 | 10 | |
| 1. Displays an interest in this vocational career. | Yes/(No) | (Yes)/No | Yes/No | (Yes)/No | Yes/(No) | Yes/No |
| | | | | | | |
| Grade (numerical) | | | | | | |
| Teacher's Signature/Date | [illegible] | gB | | SJ | gR | |

Additional Comments

_____

_____

_____

White - ESE Teacher
Canary - Cum Folder
Pink - Vocational Coordinator

## PERFORMANCE PROFILE FOR EIGHTH GRADE EXPLORATORY VOCATIONAL COURSES

Name: Pat
School: _____
School Year: _____

### CAREER SKILLS FOR COMPUTERS

| Proficiency | 3 = Above Average<br>2 = Average<br>1 = Below Average |
|---|---|

ESE Teacher: _____
Approx. Reading Level: _____
Approx. Math Level: _____
Special Needs: _____

| Section A - WORK RELATED BEHAVIORS | Rating | | Comments |
|---|---|---|---|
| 1. Display initiative. | 3 (2) 1 | | |
| 2. Display tolerance to frustration. | 3 (2) 1 | | |
| 3. Relate to peers/co-workers. | (3) 2 1 | | |
| 4. Relate to teachers/supervisors | 3 (2) 1 | | |
| 5. Work independently. | 3 (2) 1 | | |
| 6. Complete tasks as directed. | (3) 2 1 | | Is well-organized |
| 7. Display appropriate conduct, habits, manners. | 3 (2) 1 | | |
| 8. Display appropriate appearance. | (3) 2 1 | | |
| 9. Comply with attendance regulations. | 3 (2) 1 | | |
| 10. Use care with materials/equipment. | (3) 2 1 | | |
| 11. Comply with safety rules. | (3) 2 1 | | |
| **Section B - CAREER SKILLS** | **Rating** | **Student Interest** | **Comments** |
| 12. Define terms related to computer parts and usage. | 3 2 (1) | 3 2 1 | |
| 13. Demonstrate proper care and handling of computer equipment. | 3 (2) 1 | 3 2 1 | |
| 14. List ways computers are used in vocational areas. | 3 (2) 1 | 3 2 1 | |
| 15. Perform basic computer operations. | 3 (2) 1 | 3 2 1 | Shows high interest in working with computers; however, low-functioning academics presents extensive understanding of computer applications. |
| 16. Perform touch typing on home row keys. | 3 (2) 1 | 3 2 1 | |
| 17. Demonstrate computer applications: | | | |
| a. Desktop Publishing | 3 (2) 1 | 3 2 1 | |
| b. Word Processing | 3 (2) 1 | 3 2 1 | |
| c. Databases | 3 2 (1) | 3 2 1 | |
| d. Spreadsheets | 3 2 (1) | 3 2 1 | |
| 18. Identify careers related to computers. | (3) 2 1 | 3 2 1 | |

White- ESE Teacher (Program/Cum Folder)
Canary - Career Planner
Pink - High School Vocational Coordinator

Teacher's Signature: _____ Date: _____

**SAMPLE SECTIONS**

**VERY GOOD SCHOOL DISTRICT**
**TRANSITION INDIVIDUAL EDUCATIONAL PLAN**
**Cover Page**

Initial IEP ____/____
Current IEP ____/____
Review ____/____
Re-evaluation ____/____
Grade: ____

Student Name ____ Pat ____ ____
Last First MI

Student ID# ____ Date of Birth: ____

FEFP COST FACTOR(S): 201 202 203 204 205 206 207 208 209 210 211 212 213 214 215

| EXCEPTIONAL EDUCATION ASSIGNMENTS/ AMOUNT OF SERVICES | INITIATION DATE | ANTICIPATED DURATION | ADDITIONAL INFORMATION |
|---|---|---|---|
| | | | * Consultation |
| | | | |
| | | | |
| | | | |
| | | | |
| RELATED SERVICES | | | |
| | | | |

EXTENT TO WHICH STUDENT WILL PARTICIPATE IN BASIC AND/OR VOCATIONAL EDUCATION (indicate total hours/week)

Business Ed. 5
Subject Hours/week Subject Hours/week

Subject Hours/week Subject Hours/week

Subject Hours/week Subject Hours/week

VOCATIONAL EDUCATION ____

PHYSICAL EDUCATION ___ Regular ___ Adaptive ___ Spec Designed

USE OF MAINSTREAM COST FACTOR
(Specify required aids, services, or equipment)

Business Ed. 5"
Subject Hours/week Subject Hours/week

Subject Hours/week Subject Hours/week

DIPLOMA DECISION: Standard ____ Special ____

____ Promoted ____ Retained ____ Summer School

COURSE MODIFICATIONS (specify)

Modification to curriculum framework
Additional time for tests

| IEP MEETING PARTICIPANTS | SIGNATURES | DATE | TITLE |
|---|---|---|---|
| LEA Rep | | | |
| Parents | | | |
| Student | | | |
| Teacher(s) | | | |
| Agency Rep | | | |
| Agency Rep | | | |
| Evaluator | | | |
| Other(s) | | | |

Page 1 NCR = White District Pink Family Yellow Agency1 Blue Agency2

28

STUDENT NAME: Pat STUDENT ID#: _____ DATE: _____ PAGE ___ of ___

**Desired Postschool Outcome** (Consider the following: postsecondary education, continuing and adult education, vocational training, integrated employment, adult services, independent living and community participation)

Pat wants to work in an office setting, live independently, and participate in sports activities.

**Statement of Student's Present Level of Performance**

Pat works well alone or in a team. Pat's reading and math scores are below grade level. Pat is interested in computers.

| ActivityAreas | | | |
|---|---|---|---|
| Instruction | ✓ | Post-school Adult Living | ____ |
| Community Experiences | ____ | *Daily Living Skills | ____ |
| Employment | ✓ | *Functional Voc. Assessment | ____ |
| Check the appropriate activity area(s) addressed by the Annual Goal and Short-term Objectives below | | * If appropriate | |

**Annual Goal**

The student will demonstrate mastery of skills required to be employed as a Clerical Sorter.

**SHORT-TERM OBJECTIVES**

1. See student performance standards identified on Data Entry Operations and Office Procedures frameworks (attached).

| Vocational Education | Curriculum-Based Vocational Assessment (CBVA) every 6 weeks | | | Achieved | |
|---|---|---|---|---|---|
| Responsible Person/Agency | Evaluation Procedures, Schedule,& Criteria | Start | End | N ___ Y ___ | Date__ |
| 2. | | | | | |
| Responsible Person/Agency | Evaluation Procedures, Schedule,& Criteria | Start | End | Achieved N ___ Y ___ | Date__ |
| 3. | | | | | |
| Responsible Person/Agency | Evaluation Procedures, Schedule,& Criteria | Start | End | Achieved N ___ Y ___ | Date__ |
| 4. | | | | | |
| Responsible Person/Agency | Evaluation Procedures, Schedule,& Criteria | Start | End | Achieved N ___ Y ___ | Date__ |

Page 2 NCR = White:District Pink:Family Yellow:Agency1 Blue:Agency2

STUDENT NAME: Pat STUDENT ID#: _____ DATE: _____ PAGE ___ of ___

**No Services Needed:** The team feels that no transition supports, services, or skills are needed at this time in the following activity area(s) (NOTE: Each activity area must be addressed either through an annual goal or a statement in the space provided below. If the indication is that no services are needed, the team must indicate the basis on which this decision was made.)

Instruction _____

Community Experiences _____

Employment _____

Post-school Adult Living _____

## Responsibilities and/or Linkages

A person's signature below indicates willingness to provide or pay for the support(s), service(s), or skill(s) indicated on the previous page(s), as appropriate, in conformance with the person/agency's roles and responsibilities.

| Agency Represented | Responsibilities | Agency Representative's Signature |
|---|---|---|
| Vocational Education | Instruction with modifications | |
| Agency Represented | Responsibilities | Agency Representative's Signature |
| Family Member | Responsibilities | Family Member's Signature |
| Student | Responsibilities | Student's Signature |

30

Pat

STUDENT PERFORMANCE STANDARDS — EFFECTIVE DATE: July, 1993

PROGRAM AREA: Business — SECONDARY NUMBER: 8206200

PROGRAM TITLE: Data Entry Operations — POSTSECONDARY NUMBER: B070303

02.0 PERFORM MATHEMATICAL APPLICATIONS--The student will be able to:

- 02.01 Apply addition, subtraction, multiplication, and division skills to the solution of keyboarding problems.
- 02.02 Apply mathematical skills and concepts in solving problems related to the design, format and tabulation of business documents.
- 02.12 Interpret line graphs, circle graphs, bar graphs, and tables.
- 02.15 Compute discounts.
- 02.16 Apply algebraic concepts to develop and interpret spreadsheets.
- 02.17 Select an appropriate format and construct tables or graphs using computer software.

03.0 PERFORM KEYBOARDING ACTIVITIES--The student will be able to:

- 03.01 Demonstrate keyboarding techniques.
- 03.02 Identify operative parts of keyboarding equipment.
- 03.03 Identify formatting principles.
- 03.04 Demonstrate speed and accuracy in entering straight-copy material.
- 03.05 Key business letters and envelopes.
- 03.06 Key interoffice memoranda.
- 03.07 Key tabulated information.

05.0 PERFORM BUSINESS RECORDS ACTIVITIES--The student will be able to:

- 05.05 Enter data into an accounts payable system.
- 05.06 Enter data into an accounts receivable system.
- 05.07 Enter data into a cash payments system.
- 05.08 Enter data into a cash receipts system.
- 05.09 Enter data into a payroll system.

07.0 PERFORM COMMUNICATION ACTIVITIES--The student will be able to:

Year 1

- 07.01 Locate, interpret and record information retrieved from written resources.
- 07.02 Proofread and edit documents for spelling, punctuation, capitalization, word division and accuracy of content.
- 07.03 Follow oral and written instructions.
- 07.04 Compose a brief autobiographical sketch to include career plans.
- 07.06 Participate in group discussion activities.
- 07.08 Compose and key a letter of application and resume applying principles of standard English.
- 07.09 Read, interpret and apply information found in computer documentation (e.g., computer manuals).
- 07.10 Prepare a written analysis of a chart or graph.

08.0 DEVELOP HUMAN RELATIONS SKILLS--The student will be able to:

Year 1

- 08.01 Identify traits that promote good human relations and increase job performance.

09.0 PERFORM JOB APPLICATION ACTIVITIES--The student will be able to:

- 09.01 Complete employment forms.
- 09.02 Classify behaviors considered to be appropriate or inappropriate in a job interview situation.
- 09.03 Compose and key a letter of application and a resume.

10.0 Year 2/3 **DEMONSTRATE A KNOWLEDGE OF INFORMATION PROCESSING CONCEPTS**--The student will be able to:

10.01 Identify applications of computers in business.
10.04 Classify fields found within an employee payroll record.
10.05 Classify fields required on a purchase requisition.
10.06 Classify characteristics of recording transactions as either online, point of sale, or manual.
10.07 Calculate batch totals for computer processing.
10.08 Balance a payroll register.

11.0 **PERFORM CONSUMER ECONOMICS ACTIVITIES**--The student will be able to:

11.01 Identify basic concepts of the American economic system.

17.0 Year 2/3 **IDENTIFY FUNCTIONS OF COMPUTERS**--The student will be able to:

17.01 Identify computer hardware and software.
17.02 Identify generic data processing terms.
17.03 Identify the relationship between a source document and a single transaction on a unit of record.
17.04 Identify major types of careers in data processing with the duties performed and educational requirements needed.
17.05 Sequence and define the steps of a processing cycle.
17.06 Identify symbols used in flowchart application.

Note: Skills addressed during year 1 will continue to be addressed during years 2 and 3, with more advanced applications.

Pat

STUDENT PERFORMANCE STANDARDS | EFFECTIVE DATE: July, 1993

PROGRAM AREA: Business | COURSE CREDIT: 1

PROGRAM TITLE: Clerk Typist | PROGRAM NUMBER: 8209000

COURSE TITLE: Office Procedures | COURSE NUMBER: 8209220

COURSE DESCRIPTION:

This course is designed to develop competence in the areas of math computations, communications, information processing, records management, telecommunications, business records, decision making, job application, consumer economics, and keyboarding.

01.0 PERFORM TELECOMMUNICATION ACTIVITIES--The student will be able to:

01.01 Identify current telecommunications equipment/methods.
01.02 Demonstrate procedures for placing and receiving telephone calls.

02.0 PERFORM MATHEMATICAL APPLICATIONS--The student will be able to:

02.03 Apply addition, subtraction, multiplication, and division skills to the solution of business-related problems using a calculator/computer.
02.04 Compute, analyze, and prepare payroll data to include the calculation of gross pay (hourly and commissions), FICA and federal income tax to determine net pay.
02.05 Use estimation and approximation skills to compare, contrast and analyze a variety of office-related costs.
02.06 Compute and analyze finance charges and annual percentage rate problems.

03.0 PERFORM KEYBOARDING ACTIVITIES--The student will be able to:

03.08 Key a memorandum to multiple recipients.
03.09 Key business letters with enumerated items.
03.10 Key material from handwritten copy.
03.11 Key labels.
03.12 Key a two-page letter.
03.13 Demonstrate proofreading skills using proofreaders' marks.

04.0 PERFORM RECORDS MANAGEMENT ACTIVITIES--The student will be able to:

Year 1

04.01 Define the different records management methods: alphabetic, geographic, subject, and numeric.
04.02 Index, code, sort, store, and retrieve documents.
04.03 Identify types of records management supplies, equipment, and procedures.

05.0 PERFORM BUSINESS RECORDS ACTIVITIES--The student will be able to:

05.01 Prepare purchase requisitions.
05.02 Prepare purchase orders.
05.03 Prepare invoices.
05.04 Maintain petty cash records.

06.0 PERFORM MAIL HANDLING ACTIVITIES--The student will be able to:

06.01 Identify alternative mail services.
06.02 Process mail.

07.0 PERFORM COMMUNICATION ACTIVITIES--The student will be able to:

07.02 Proofread and edit documents for spelling, punctuation, capitalization, word division, accuracy of content and clarity of expression.
07.05 Compose and key business correspondence and related documents.
07.06 Participate in group discussion activities.

09.0 PERFORM JOB APPLICATION ACTIVITIES--The student will be able to:

09.08 Demonstrate job interview techniques.
09.09 Compose and key a letter requesting a reference, follow-up letter, and a letter of resignation.

10.0 DEMONSTRATE A KNOWLEDGE OF INFORMATION PROCESSING CONCEPTS--The student will be able to:

10.02 Identify terms commonly used in information processing.
10.03 Identify the major components of an electronic office system.

11.0 PERFORM CONSUMER ECONOMICS ACTIVITIES--The student will be able to:

11.02 Identify advantages and disadvantages of consumer credit.
11.03 Identify types and sources of consumer credit.

Note: Skills addressed during year 1 will continue to be addressed during years 2 and 3, with more advanced applications.

## CURRICULUM-BASED VOCATIONAL ASSESSMENT (CBVA) RATING FORM

Name _____
ID# _____
Exceptionality _____
Home School _____
Shared-time School _____
ESE Dept. Chairperson _____

**Scale**

**Y = Yes N = No**

***DO NOT RATE ANY ITEM NOT OBSERVED***

School Year(s) _____
Grade(s) _____
Program Name: Data Entry Operations
Program #: 8206200
MEPs: Clerical Sorter

Rater's Name _____
Rater's Signature _____

**Scale**
**P = Proficient**
**M = Pro.w/modification**
**N = Not Proficient**
***DO NOT RATE ANY ITEM NOT OBSERVED***

| **WORK RELATED BEHAVIORS:** **Dates:** | | | | | **SPECIFIC SKILL OUTCOMES:** **Dates:** | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 1. Complies with attendance | Y N | Y N | Y N | Y N | 31. Locates, interprets and records information retrieved from | | | | |
| 2. Practices punctuality | Y N | Y N | Y N | Y N | written resources. | | | | |
| 3. Interacts with teachers or supervisors | Y N | Y N | Y N | Y N | 32. Follows oral and written instructions. | | | | |
| 4. Cooperates as a team member | Y N | Y N | Y N | Y N | 33. Identifies traits that promote good human relations and | | | | |
| 5. Seeks assistance appropriately | Y N | Y N | Y N | Y N | increase job performance. | | | | |
| 6. Works unsupervised | Y N | Y N | Y N | Y N | 34. Classifies fields found within an employee payroll record. | | | | |
| 7. Completes task accurately & in timely manner | Y N | Y N | Y N | Y N | 35. Classifies fields required on purchase requisitions. | | | | |
| 8. Uses good judgment | Y N | Y N | Y N | Y N | 36. Identifies the relationship between a source document | | | | |
| 9. Accepts changes | Y N | Y N | Y N | Y N | and a single transaction on a unit of record. | | | | |
| 10. Accepts constructive criticism | Y N | Y N | Y N | Y N | 37. Sequences and defines the steps of a processing cycle. | | | | |
| **Displays:** | | | | | 38. Defines the different records management systems. | | | | |
| 11. Initiative | Y N | Y N | Y N | Y N | 39. Indexes, codes, sorts, stores, and retrieves documents. | | | | |
| 12. Integrity | Y N | Y N | Y N | Y N | 40. Identifies types of records management supplies, | | | | |
| 13. Frustration tolerance | Y N | Y N | Y N | Y N | equipment, and procedures. | | | | |
| 14. Good manners and personal habits | Y N | Y N | Y N | Y N | | | | | |
| 15. Appearance required by situation | Y N | Y N | Y N | Y N | | | | | |
| 16. Safe use & proper care of materials/equipment | Y N | Y N | Y N | Y N | | | | | |
| 17. _____ | Y N | Y N | Y N | Y N | | | | | |
| 18. _____ | Y N | Y N | Y N | Y N | | | | | |
| 19. _____ | Y N | Y N | Y N | Y N | | | | | |
| 20. _____ | Y N | Y N | Y N | Y N | | | | | |

| GENERALIZED SKILL OUTCOMES: Dates: | | | | |
|---|---|---|---|---|
| 21 Understands/follows oral directions | Y N | Y N | Y N | Y N |
| 22 Communicates orally | Y N | Y N | Y N | Y N |
| 23 Communicates in writing | Y N | Y N | Y N | Y N |
| 24 Understands/follows written directions | Y N | Y N | Y N | Y N |
| 25 Applies related terminology | Y N | Y N | Y N | Y N |
| 26 Applies related measurement | Y N | Y N | Y N | Y N |
| 27 Applies related math computation | Y N | Y N | Y N | Y N |
| 28 Demonstrates problem solving | Y N | Y N | Y N | Y N |
| 29 Demonstrates computer literacy | Y N | Y N | Y N | Y N |
| 30 Shows interest in occupational area | Y N | Y N | Y N | Y N |

**MODIFICATIONS:** ***List date, item #, and modification for each (M) rating.***

DATE ITEM# MODIFICATION

*Use space below to list additional modifications or make general comments*

36

# Competency Certificate

This is to certify that:

Pat

Achieved the performance levels acknowledged
on the reverse side for the program:

Data Entry Operations

These competencies specifically prepare this student for:

DOT Job Title Clerical Sorter

DOT# 209.687-022

This _____ Day of _____, 1993

_____ Instructor

_____ Administrator

## CLERICAL SORTER

Major Competency Areas

The descriptions associated with each of the numbers focus on the level of student performance for each of the tasks listed below.

| | |
|---|---|
| 2= SKILLED | can perform job independently with no additional training |
| 1= MODERATELY SKILLED | has performed job independently during training program; limited additional training may be required |

| 2 | 1 | |
|---|---|---|
| | | Locate, interpret and record information retrieved from written resources. |
| | | Follow oral and written instructions. |
| | | Identify traits that promote good human relations and increase job performance. |
| | | Classify fields found within an employee payroll record. |
| | | Classify fields required on a purchase requisition. |

| 2 | 1 | |
|---|---|---|
| | | Identify the relationship between a source document and a single transaction on a unit of record. |
| | | Sequence and define the steps of a processing cycle. |
| | | Define the different records management systems. |
| | | Index, code, sort, store, and retrieve documents. |
| | | Identify types of records management supplies, equipment, and procedures. |

38

# PART III

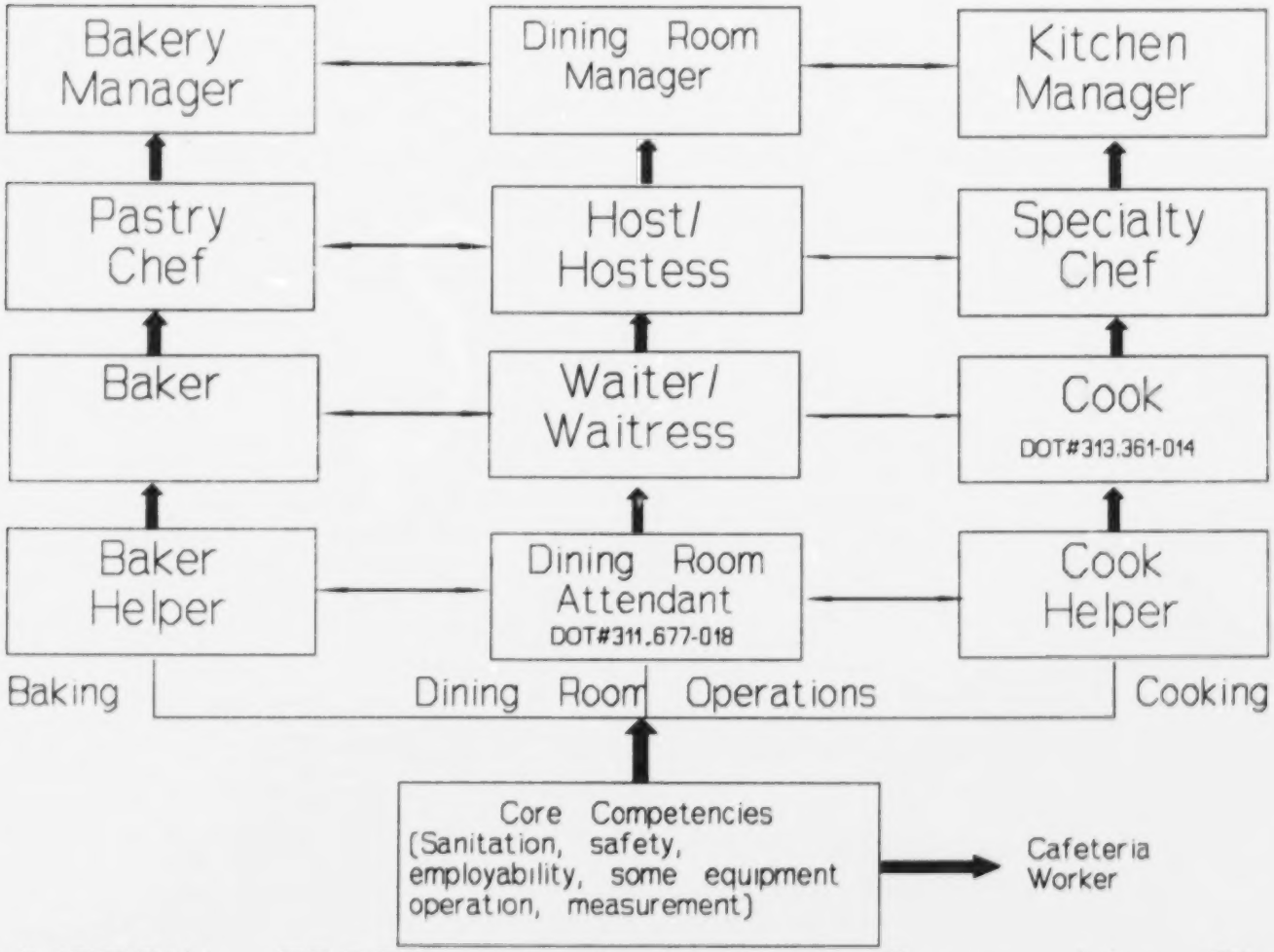
## APPLICATION OF MEPs IN COMMERCIAL FOODS VOCATIONAL PROGRAMS

Part III provides examples of the application of MEPs to students enrolled in a Commercial Foods program. To illustrate the MEP planning process, a "snapshot" approach is used. Selected sections of representative forms are completed for the sample students. **Only those sections of the IEP directly related to the vocational program have been completed. These are <u>not</u> intended to be complete IEPs.**

It is very important to remember that the transition planning process is ongoing and that students should have comprehensive educational plans in place, such as the *Blueprint* planner, in addition to IEPs, all of which are continually updated. As you read Part III, keep in mind the overall planning and documentation that would be in place for each student.

In order to illustrate multiple exit points and levels within one vocational program, a jobs chart with sample multiple exit points for the Commercial Foods program is included (see page 40). Job descriptions for a Dining Room Attendant and Cook are also included (see page 41).

Two students, Chris and Drew, are profiled in this section. The following materials are included for each student: (1) descriptions of student strengths and interests; (2) Curriculum-Based Vocational Assessment (CBVA) pre-vocational rating form; (3) selected sections of IEP addressing instruction and employment; (4) CBVA rating form; and (5) sample vocational certificate.




COMMERCIAL FOODS Multiple Exit Points Jobs Chart

40

*Dining Room Attendant*

Performs any combination of the following duties to facilitate food service. Carries dirty dishes from dining room to kitchen. Replaces soiled table linens and sets tables with silverware and glassware. Replenishes supply of clean linens, silverware, glassware, and dishes in dining room. Supplies service bar with food, such as soups, salads, and desserts. Serves ice water and butter to patrons. Cleans and polishes service bars and equipment. Makes coffee and fills fruit juice dispensers. May run errands and deliver food orders.

*Cook*

Prepares, seasons, cooks soups, meats, vegetables, desserts, and other foodstuffs for consumption in hotels and restaurants. Reads menu to estimate food requirements and orders food from supplier or procures it from storage. Adjusts thermostat controls to regulate temperature of ovens, broilers, grills, roasters, and steam kettles. Measures and mixes ingredients according to recipe, using variety of kitchen utensils and equipment, such as blenders, mixers, grinders, slicers, and tenderizers, to prepare soups, salads, gravies, desserts, sauces, and casseroles. Bakes, roasts, broils, and steams meats, fish, vegetables, and other foods. Adds seasoning to foods during mixing or cooking, according to personal judgement and experience. Observes and tests food by tasting, smelling, and piercing with fork while being cooked to determine that it is cooked properly. Carves meat, portions food on serving plates, adds gravies, sauces, and garnishes servings to fill orders. May supervise other cooks and kitchen employees. May wash, peel, cut, and shred vegetables and fruits to prepare them for use. May butcher chickens, fish, and shellfish. May cut, trim, and bone meat prior to cooking. May bake bread, rolls, cakes, and pastry. May price items found on menu.

**Commercial Foods**
**Student Example #1**

**"Chris"**

*Profile and Interests*

When discussing careers in class, Chris expressed an interest in the food service area. On a Reading-Free Interest Inventory, Chris scored high in the personal/food service category. Chris liked the idea of taking orders and serving food and believed that being a waiter/waitress would be "great." Chris's parents and teachers felt that more realistic goals were needed.

Chris's reading and math levels are on the 2nd-3rd grade level. Reading activities lead to frustration and Chris wants little or nothing to do with related activities. Math is the preferred area and ability is shown with applications requiring basic addition, subtraction and some multiplication.

Chris demonstrates stuttering and is very shy, finding interaction difficult. However, Chris's overall manner is pleasant and polite. Other positive personal attributes are obvious health and personal appearance/grooming skills. Chris takes pride in making work neat and orderly. Structure is preferred. Chris tends to rush through tasks and is never content to relax.

The CBVA evaluation as Chris progressed through the ESE Exploratory Home Economics Occupations course indicated the possibility for success in a lower level service occupation.

*Chris' IEP*

Upon review of documentation of Chris' interests, preferences, abilities, and jobs charts/descriptions, the IEP Planning Team determined that Chris should be enrolled in the Commercial Foods program with modifications as indicated on the IEP.

An example of selected sections of Chris' IEP, including desired postschool outcome, employment/training annual goal, and short term objectives may be found on page 44.

## CURRICULUM-BASED VOCATIONAL ASSESSMENT (CBVA) RATING FORM

Name Chris
ID#
Exceptionality
Home School
Shared-time School
ESE Dept. Chairperson

**Scale**
Y = Yes N = No
*DO NOT RATE ANY ITEM NOT OBSERVED*

School Year(s) _____ Grade(s) _____
Course Name: Ex. Stu. Pre-Vocational & ESE Exploratory Edu./Home Economics Occupations
Course # : 788001006, 798001006
Rater's Name
Rater's Signature

**Scale**
P = Proficient
M = Pro.w/modification
N = Not Proficient
*DO NOT RATE ANY ITEM NOT OBSERVED*

| WORK RELATED BEHAVIORS: Dates: | | | | |
|---|---|---|---|---|
| 1. Complies with attendance | (Y) N | Y N | Y N | Y N |
| 2. Practices punctuality | (Y) N | Y N | Y N | Y N |
| 3. Interacts with teachers or supervisors | (Y) N | Y N | Y N | Y N |
| 4. Cooperates as a team member | (Y) N | Y N | Y N | Y N |
| 5. Seeks assistance appropriately | (Y) N | Y N | Y N | Y N |
| 6. Works unsupervised | Y (N) | Y N | Y N | Y N |
| 7. Completes task accurately & in timely manner | (Y) N | Y N | Y N | Y N |
| 8. Uses good judgment | Y (N) | Y N | Y N | Y N |
| 9. Accepts changes | Y (N) | Y N | Y N | Y N |
| 10. Accepts constructive criticism | (Y) N | Y N | Y N | Y N |
| **Displays:** | | | | |
| 11. Initiative | (Y) N | Y N | Y N | Y N |
| 12. Integrity | (Y) N | Y N | Y N | Y N |
| 13. Frustration tolerance | Y (N) | Y N | Y N | Y N |
| 14. Good manners and personal habits | (Y) N | Y N | Y N | Y N |
| 15. Appearance required by situation | (Y) N | Y N | Y N | Y N |
| 16. Safe use & proper care of materials/equipment | (Y) N | Y N | Y N | Y N |
| 17. Displays physical strength + stamina | (Y) N | Y N | Y N | Y N |
| 18. Paces self | Y (N) | Y N | Y N | Y N |
| 19. | Y N | Y N | Y N | Y N |
| 20. | Y N | Y N | Y N | Y N |

| GENERALIZED SKILL OUTCOMES: Dates: | | | | |
|---|---|---|---|---|
| 21. Understands/follows oral directions | (Y) N | Y N | Y N | Y N |
| 22. Communicates orally | (Y) N | Y N | Y N | Y N |
| 23. Communicates in writing | Y (N) | Y N | Y N | Y N |
| 24. Understands/follows written directions | Y (N) | Y N | Y N | Y N |
| 25. Applies related terminology | (Y) N | Y N | Y N | Y N |
| 26. Applies related measurement | (Y) N | Y N | Y N | Y N |
| 27. Applies related math computation NA | Y N | Y N | Y N | Y N |
| 28. Demonstrates problem solving (simple level) | (Y) N | Y N | Y N | Y N |
| 29. Demonstrates computer literacy | Y (N) | Y N | Y N | Y N |
| 30. Shows interest in occupational area | (Y) N | Y N | Y N | Y N |

| SPECIFIC SKILL OUTCOMES: Dates: | | | | |
|---|---|---|---|---|
| 31. Plans a balanced meal | M | | | |
| 32. Measures liquid ingredients | M | | | |
| 33. Measures dry ingredients | M | | | |
| 34. Operates range, microwave and oven | M | | | |
| 35. Follows a simple recipe | M | | | |
| 36. Practices sanitation in food preparation | P | | | |
| 37. Identifies use of kitchen equipment | P | | | |
| 38. Names basic food groups and RDA | N | | | |
| 39. Uses cleaning equipment and supplies | P | | | |
| 40. Operates a sewing machine | N | | | |
| 41. Completes a sewing project | N | | | |
| 42. Demonstrates hand sewing | N | | | |
| 43. Selects clothing appropriate to occasion | P | | | |
| 44. Describes proper daily hygiene | P | | | |
| 45. Describes qualities of good caregivers | P | | | |
| 46. Describes ways to babyproof a home | P | | | |
| 47. Describes babysitter responsibilities | P | | | |
| 48. Plans a fun family activity | P | | | |
| 49. Describes careers related to areas of Home Ec | P | | | |
| 50. Shows aptitude for careers related to Home Ec | M | | | |
| 51. | | | | |

**MODIFICATIONS:** *List date, item #, and modification for each (M) rating.*

| DATE | ITEM# | MODIFICATION |
|---|---|---|
| | 31-35 | Rewrite instructions at lower level/short steps |
| | 31-35 | Provide cues/oral directions |

*Use back of form to list additional modifications or make general comments.*

43

70

71

## SAMPLE SECTIONS

**VERY GOOD SCHOOL DISTRICT**
**TRANSITION INDIVIDUAL EDUCATIONAL PLAN**
**Cover Page**

Initial IEP ____/____
Current IEP ____/____
Review ____/____
Re-evaluation ____/____
Grade: _____

Student Name _____ Chris _____
Last First MI

Student ID# _____ Date of Birth: _____

FEFP COST FACTOR(S) 201 202 203 204 205 206 207 208 209 210 211 212 213 214 215

| EXCEPTIONAL EDUCATION ASSIGNMENTS/ AMOUNT OF SERVICES | INITIATION DATE | ANTICIPATED DURATION | ADDITIONAL INFORMATION |
|---|---|---|---|
| | | | * Consultation |
| | | | |
| | | | |
| | | | |
| RELATED SERVICES | | | |
| | | | |

EXTENT TO WHICH STUDENT WILL PARTICIPATE IN BASIC AND/OR VOCATIONAL EDUCATION (indicate total hours/week)

| Subject | Hours/week | Subject | Hours/week |
|---|---|---|---|
| Commercial Foods | 5 | | |
| | | | |
| | | | |

VOCATIONAL EDUCATION _____
PHYSICAL EDUCATION ___ Regular ___ Adaptive ___ Spec Designed

USE OF MAINSTREAM COST FACTOR
(Specify required aids, services, or equipment)

| Subject | Hours/week | Subject | Hours/week |
|---|---|---|---|
| Commercial Foods | 5* | | |
| | | | |
| | | | |

DIPLOMA DECISION: Standard _____ Special _____
_____ Promoted _____ Retained _____ Summer School

COURSE MODIFICATIONS (specify)
Modification to curriculum framework.
Instructional test modifications (oral).
Use of demonstrations and verbal instruction.
Increased time.

| IEP MEETING PARTICIPANTS | SIGNATURES | DATE | TITLE |
|---|---|---|---|
| LEA Rep | | | |
| Parents | | | |
| Student | | | |
| Teacher(s) | | | |
| Agency Rep | | | |
| Agency Rep | | | |
| Evaluator | | | |
| Other(s) | | | |

Page 1 NCR = White: District Pink: Family Yellow: Agency1 Blue: Agency2

STUDENT NAME: Chris STUDENT ID#: _____ DATE: _____ PAGE ___ of ___

**Desired Postschool Outcome** (Consider the following: postsecondary education, continuing and adult education, vocational training, integrated employment, adult services, independent living and community participation)

Chris wishes to work in a restaurant, live in an apartment, and maintain good family relationships.

**Statement of Student's Present Level of Performance**

Chris' reading and math levels are on the 2nd-3rd grade level. Chris is interested in the food service area. Chris is very shy.

**ActivityAreas**

| | | | |
|---|---|---|---|
| Instruction | ✓ | Post-school Adult Living | ___ |
| Community Experiences | ___ | *Daily Living Skills | ___ |
| Employment | ✓ | *Functional Voc. Assessment | ___ |

Check the appropriate activity area(s) addressed by the Annual Goal and Short-term Objectives below * If appropriate

**Annual Goal**

Chris will demonstrate mastery of skills needed to be a Dining Room Attendant.

**SHORT-TERM OBJECTIVES**

1. See student performance standards identified on Commercial Foods curriculum framework (attached).

| Responsible Person/Agency | Evaluation Procedures, Schedule,& Criteria | Start | End | Achieved |
|---|---|---|---|---|
| Vocational Education | Curriculum-Based Vocational Assessment (CBVA) every 6 weeks | ___ | ___ | N ___ Y ___ Date ___ |

2. _____

| Responsible Person/Agency | Evaluation Procedures, Schedule,& Criteria | Start | End | Achieved |
|---|---|---|---|---|
| _____ | _____ | ___ | ___ | N ___ Y ___ Date ___ |

3. _____

| Responsible Person/Agency | Evaluation Procedures, Schedule,& Criteria | Start | End | Achieved |
|---|---|---|---|---|
| _____ | _____ | ___ | ___ | N ___ Y ___ Date ___ |

4. _____

| Responsible Person/Agency | Evaluation Procedures, Schedule,& Criteria | Start | End | Achieved |
|---|---|---|---|---|
| _____ | _____ | ___ | ___ | N ___ Y ___ Date ___ |

STUDENT NAME: Chris STUDENT ID#: _____ DATE: _____ PAGE ___ of ___

**No Services Needed:** The team feels that no transition supports, services, or skills are needed at this time in the following activity area(s) (NOTE: Each activity area must be addressed either through an annual goal or a statement in the space provided below. If the indication is that no services are needed, the team must indicate the basis on which this decision was made.)

**Instruction** _____

_____

**Community Experiences** _____

_____

**Employment** _____

_____

**Post-school Adult Living** _____

_____

## Responsibilities and/or Linkages

A person's signature below indicates willingness to provide or pay for the support(s), service(s), or skill(s) indicated on the previous page(s), as appropriate, in conformance with the person/agency's roles and responsibilities.

| Agency Represented | Responsibilities | Agency Representative's Signature |
|---|---|---|
| Vocational Education | Instruction with modifications | [signature] |
| Agency Represented | Responsibilities | Agency Representative's Signature |
| Family Member | Responsibilities | Family Member's Signature |
| Student | Responsibilities | Student's Signature |

46

Chris

STUDENT PERFORMANCE STANDARDS EFFECTIVE DATE: July, 1993

PROGRAM AREA: Industrial Education SECONDARY NUMBER: 8763000

PROGRAM TITLE: Commercial Foods POSTSECONDARY NUMBER: ___

01.0 DEMONSTRATE ACCEPTABLE PROFESSIONAL AND PERSONAL SANITATION PRACTICES.--
The student will be able to:

Year1 01.01 Chemical/Cleaning Agents

- 01.01.01 Identify chemicals/cleaning agents and describe and practice proper usage.
- 01.01.02 Identify and practice proper storage procedures for chemicals/cleaning agents.
- 01.01.03 Identify and practice personnel handling precautions for caustics and acids.
- 01.01.04 Identify dangers of food contamination by chemicals/cleaning agents and identify and practice precautions against food contamination by chemicals/cleaning agents.

01.02 Food Borne Illness

- 01.02.01 Identify food borne illness and possible/probable causes.
- 01.02.02 Identify and practice preventative measures to preclude the occurrence of food borne illness.

01.03 Personal Sanitation

- 01.03.01 Recognize and practice personal hygiene standards consistent with aesthetic and sanitation requirements of food service operations.

01.04 Receiving/Dry Stores Area

- 01.04.01 Recognize and maintain a clean and sanitary receiving/dry stores area.
- 01.04.02 Clean and sanitize floors and walls.
- 01.04.03 Recognize and report indications of food spoilage.
- 01.04.04 Recognize and report indications of insect or rodent infestation.

01.05 Food Preparation Areas

- 01.05.01 Recognize and maintain clean and sanitary food preparation surfaces.
- 01.05.02 Clean and sanitize floors and walls.
- 01.05.03 Recognize and report indications of insect or rodent infestation.

01.06 Range Hoods

- 01.06.01 Degrease and clean range hoods.
- 01.06.02 Remove, clean, and replace filters.

01.07 Reefers, Chill Boxes, and Freezers (Refrigerated Spaces)

- 01.07.01 Identify safe/correct operating temperatures and limits in accordance with state and county codes

and local practices.

01.07.02 Recognize and practice sanitary/safe food handling practices in refrigerated spaces.

01.07.03 Recognize and maintain clean and sanitary refrigerated spaces.

01.07.04 Recognize and report indications of food spoilage.

01.08 Food holding/Serving lines

01.08.01 Identify safe/correct operating temperatures and limits in accordance with state and county codes and local practices.

01.08.02 Recognize and practice sanitary/safe food handling practices in food holding areas and serving lines.

01.08.03 Recognize and maintain clean and sanitary food holding areas and serving lines.

01.08.04 Recognize and report indications of food spoilage.

01.09 Dishware/Tableware

01.09.01 Properly prepare dish washing area for use.

01.09.02 Properly prepare, clean, rinse, sanitize, and dry dishware and tableware items.

01.09.03 Properly clean, sanitize, and secure dish washing area.

01.10 Pots, Pans, and Cook Utensils

01.10.01 Properly prepare deep-sink area for use.

01.10.02 Properly prepare, clean, rinse, sanitize and dry pots, pans and cooking utensils.

01.10.03 Properly clean, sanitize, and secure deep-sink area.

01.11 Guest/Customer Areas

01.11.01 Properly clean and sanitize counter areas.

01.11.02 Properly clean and sanitize dining areas.

01.11.03 Properly clean and sanitize restrooms.

02.0 DEMONSTRATE SAFE WORKING PRACTICES.--The student will be able to:

02.01 Safety Hazards

02.01.01 Identify physical safety rules.

02.01.02 Identify physical safety hazards.

02.01.03 Recognize and correct or report physical safety hazards.

02.01.04 Identify electrical safety rules.

02.01.05 Identify electrical safety hazards.

02.01.06 Recognize and correct or report electrical safety hazards.

02.01.07 Identify fire safety rules.

02.01.08 Identify fire safety hazards.

02.01.09 Recognize and correct or report fire safety hazards.

02.02 First Aid

02.02.01 Identify First Aid requirements for a commercial food service operation.

02.02.02 Prepare subject and perform Heimlich maneuver.

03.0 DEMONSTRATE EQUIPMENT OPERATION SKILLS.--The student will be able to:

1 03.01 Hand Tools

03.01.01 Identify special precautions to be used when working with hand tools.
03.01.02 Select and use hand tools in a safe and efficient manner.

2 03.02 Beverage Equipment

03.02.01 Identify special precautions to be used when working with beverage equipment.
03.02.02 Correctly assemble and disassemble beverage equipment.
03.02.03 Operate beverage equipment in a safe and efficient manner.

03.03 Pressure Cookers and Steam Equipment

03.03.01 Identify special precautions to be used when working with steam under pressure.
03.03.02 Correctly assemble and disassemble equipment. Inspect all parts, gaskets and seals and report any discrepancy.
03.03.03 Operate pressure cookers and steam equipment in a safe and efficient manner.

03.04 Grinders and Tenderizers

03.04.01 Identify special precautions to be used when working with grinders and tenderizers.
03.04.02 Correctly assemble and disassemble equipment. Inspect all parts and report any discrepancy.
03.04.03 Operate grinders and tenderizers in a safe and efficient manner.

1/2 03.05 Knives and Cutting Tools

03.05.01 Identify special precautions to be used when working with knives and cutting tools.
03.05.02 Sharpen correctly knives and cutting tools. Inspect handles and guards and report any discrepancy.
03.05.03 Use knives and cutting tools in a safe and efficient manner.

03.06 Ovens, Ranges, Griddles, Fryers, Broilers, and Toasters

1/2 03.06.01 Identify special precautions to be used when working with ovens, ranges, griddles, fryers, broilers and toasters.
03.06.02 Correctly assemble and disassemble equipment. Inspect all parts and report any discrepancy.
1/2 03.06.03 Operate ovens, ranges, griddles, fryers, broilers and toasters in a safe and efficient manner.

03.07 Proofers

2 03.07.01 Identify special precautions to be used when working with proofers.

03.07.02 Correctly assemble and disassemble equipment. Inspect all parts, gaskets and seals and report any discrepancy.

03.07.03 Operate proofers in a safe and efficient manner.

03.08 Mixers and Blenders

2 03.08.01 Identify special precautions to be used when working with mixers and blenders.

03.08.02 Correctly assemble and disassemble equipment. Inspect all parts and report any discrepancy.

03.08.03 Operate mixers and blenders in a safe and efficient manner.

03.08.04 Perform the above competencies for all accessories or attachments used with the equipment.

03.09 Slicing Machines

1/2 03.09.01 Identify special precautions to be used when working with slicing machines.

03.09.02 Correctly assemble and disassemble equipment. Inspect all parts and report any discrepancy. (Note: Special attention should be given to the guards on this machine.)

03.09.03 Operate slicing machines in a safe and efficient manner.

03.10 Food Warmers

1/2 03.10.01 Identify special precautions to be used when working with food warmers.

03.10.02 Correctly assemble and disassemble equipment. Inspect all parts and report any discrepancy.

03.10.03 Operate food warmers in a safe and efficient manner.

04.0 DEMONSTRATE EFFECTIVE COST CONTROL.--The student will be able to:

04.01 Inventory Control

04.01.01 Receive stores/supplies, count accurately and compare quantity received against invoice. Record received amount and process invoice in accordance with local procedures.

04.01.02 Store received stores/supplies in proper location. Rotate stores/materials in accordance with local procedures.

04.01.03 Conduct and accurately record an inventory of stores/supplies. Process inventory in accordance with local procedures.

04.01.04 Make break-outs and distribute stores/supplies. Utilize local procedures to maintain perpetual inventory.

04.02 Weights and Measures

04.02.01 Identify standard volume, liquid and weight as they apply to commercial food operations.

04.02.02 Convert accurately between standard units of measure as applicable to commercial food operations.

04.02.03 Convert recipes for both a greater and lesser number of portions.

04.03 Portion Control

04.03.01 Identify principles of portion control and calculate cost per serving (Note: Cost of incorrect portion size, waste, and spoilage may be addressed here.)

04.03.02 Identify and apply portion control methods.

05.0 PREPARE AND MANAGE SALADS.--The student will be able to:

05.01 Identify and select materials for salad preparation.
05.02 Prepare salads.
05.03 Hold salads for service.
05.04 Garnish and present salads.
05.05 Store reusable portions.
05.06 Prepare salad dressings, cold sauces, and derivatives.

06.0 PREPARE AND MANAGE BEVERAGES.--The student will be able to:

06.01 Identify and select materials for beverage preparation.
06.02 Prepare hot and cold beverages.
06.03 Hold beverages for serving.
06.04 Garnish and present beverages.
06.05 Store reusable portions.

07.0 PREPARE AND MANAGE SANDWICHES.--The student will be able to:

07.01 Identify and select materials for sandwich preparation.
07.02 Prepare hot and cold sandwiches.
07.03 Hold sandwiches for serving.
07.04 Garnish and present sandwiches.
07.05 Store reusable portions.

08.0 PREPARE AND MANAGE FRUITS AND VEGETABLES.--The student will be able to:

08.01 Identify and select fruits and vegetables.
08.02 Prepare fruits and vegetables.
08.03 Hold fruits and vegetables for serving.
08.04 Garnish and present fruits and vegetables.
08.05 Store reusable portions.

09.0 PREPARE AND MANAGE MEATS, POULTRY AND SEAFOOD.--The student will be able to:

09.01 Identify and select meats.

09.01.01 Identify meat characteristics, proper cooking and done temperatures, traditional side dishes and condiments, possible parasites, and potential micro-organism growth.

09.01.02 Prepare meats with given recipes.

09.01.03 Hold meats for serving.

09.01.04 Garnish and present meats.

09.01.05 Store reusable portions.

09.02 Identify and select poultry.

09.02.01 Identify poultry characteristics, proper cooking and done temperatures, traditional side dishes and condiments, possible parasites, and potential micro-organism growth.

09.02.02 Prepare poultry with given recipes.

09.02.03 Hold poultry for serving.

09.02.04 Garnish and present poultry.

09.02.05 Store reusable portions.

09.03 Identify and select seafood.

09.03.01 Identify seafood characteristics, proper cooking and done temperatures, traditional side dishes and condiments, possible parasites, and potential micro-organism growth.
09.03.02 Prepare seafood with given recipes.
09.03.03 Hold seafood for serving.
09.03.04 Garnish and present seafood.
09.03.05 Store reusable portions.

10.0 PREPARE AND MANAGE STOCKS, SOUPS, AND SAUCES/GRAVIES.--The student will be able to:

10.01 Stocks

10.01.01 Identify and select ingredients.
10.01.02 Prepare basic stocks.
10.01.03 Store stock for future use.

10.02 Soups

10.02.01 Identify and select ingredients.
10.02.02 Prepare soups.
10.02.03 Hold soups for service.
10.02.04 Garnish and present soups
10.02.05 Store leftover portions for future use.

10.03 Sauces and Gravies

10.03.01 Identify and select ingredients.
10.03.02 Prepare sauces and gravies.
10.03.03 Hold sauces and gravies for service.
10.03.04 Store left over sauces and gravies for future use.

11.0 PREPARE AND MANAGE FOODS UTILIZING DAIRY PRODUCTS.--The student will be able to:

11.01 Identify and select dairy products.
11.02 Prepare foods utilizing dairy products using given recipes.
11.03 Hold food containing dairy products for service.
11.04 Garnish and present foods containing dairy products.
11.05 Store reusable portions.

12.0 PREPARE AND MANAGE FOODS UTILIZING EGG PRODUCTS.--The student will be able to:

12.01 Identify and select egg products.
12.02 Prepare foods utilizing egg products using given recipes.
12.03 Hold food containing egg products for service.
12.04 Garnish and present foods containing egg products.
12.05 Store reusable portions.

13.0 PREPARE AND MANAGE FOODS UTILIZING FARINACEOUS (STARCHY) PRODUCTS.--The student will be able to:

13.01 Identify and select farinaceous products.
13.02 Prepare foods utilizing farinaceous products using given recipes.
13.03 Hold food containing farinaceous products for service.
13.04 Garnish and present foods containing farinaceous products.
13.05 Store reusable portions.

14.0 PREPARE AND MANAGE BASIC DESSERTS.--The student will be able to:

14.01 Identify and select dessert ingredients.
14.02 Prepare basic dessert products.
14.03 Hold dessert products for service.
14.04 Garnish and present dessert products.
14.05 Store reusable portions.

15.0 PREPARE AND MANAGE BASIC QUICK BREADS AND YEAST DOUGH.--The student will be able to:

15.01 Quick Breads

15.01.01 Identify and select quick bread ingredients.
15.01.02 Prepare quick breads using given recipes.
15.01.03 Hold quick breads for service.
15.01.04 Present quick breads.
15.01.05 Store reusable portions.

15.02 Yeast doughs

15.02.01 Identify and select yeast dough ingredients.
15.02.02 Prepare yeast dough products using given recipes.
15.02.03 Hold yeast dough products for service.
15.02.04 Present yeast dough products.
15.02.05 Store reusable portions.

16.0 PREPARE AND MANAGE SPECIALTY ITEMS.--The student will be able to:

16.01 Hot and Cold Appetizers

16.01.01 Identify and select ingredients.
16.01.02 Prepare hot and cold appetizers using given recipes.
16.01.03 Hold hot and cold appetizers for service.
16.01.04 Garnish and present hot and cold appetizers.
16.01.05 Store reusable portions.

16.02 Aspic Coated Appetizers

16.02.01 Identify and select ingredients.
16.02.02 Prepare aspic coated appetizers using given recipes.
16.02.03 Hold aspic coated appetizers for service.
16.02.04 Garnish and present aspic coated appetizers.
16.02.05 Store reusable portions.

16.03 Petite Salads

16.03.01 Identify and select ingredients.
16.03.02 Prepare petite salads using given recipes.
16.03.03 Hold petite salads for service.
16.03.04 Garnish and present petite salads.
16.03.05 Store reusable portions.

16.04 Specialty Soups and Consumes'

16.04.01 Identify and select ingredients.
16.04.02 Prepare specialty soups.
16.04.03 Hold specialty soups for service.
16.04.04 Garnish and present specialty soups.

16.04.05 Store left over portions for future use.

16.05 Cocktails

16.05.01 Identify and select ingredients.
16.05.02 Prepare cocktails using given recipes.
16.05.03 Hold cocktails for service.
16.05.04 Garnish and present cocktails.
16.05.05 Store reusable portions.

16.06 Dips

16.06.01 Identify and select ingredients.
16.06.02 Prepare dips using given recipes.
16.06.03 Hold dips for service.
16.06.04 Garnish and present dips.
16.06.05 Store reusable portions.

16.07 Variety Meats

16.07.01 Identify variety meat characteristics, proper cooking and done temperatures, traditional side dishes and condiments, possible parasites, and potential micro-organism growth.
16.07.02 Prepare variety meats with given recipes.
16.07.03 Hold variety meats for serving.
16.07.04 Garnish and present variety meats.
16.07.05 Store reusable portions.

16.08 Meringues

16.08.01 Identify and select ingredients.
16.08.02 Prepare meringues using given recipes.
16.08.03 Hold meringues for service.
16.08.04 Garnish and present meringues.
16.08.05 Store reusable portions.

16.09 Sugar Cookies

16.09.01 Identify and select ingredients.
16.09.02 Prepare sugar cookies using given recipes.
16.09.03 Hold sugar cookies for service.
16.09.04 Garnish and present sugar cookies.
16.09.05 Store reusable portions.

16.10 Cake Decorating

16.10.01 Identify and select ingredients for cake decorating.
16.10.02 Select and prepare decorating equipment.
16.10.03 Prepare icings from given recipes.
16.10.04 Decorate cakes and pastries.
16.10.05 Hold cakes and pastries for service.
16.10.06 Present cakes and pastries.
16.10.07 Store reusable portions.
16.10.08 Apply cake decorating practices to garnishes and presentations.

17.0 DEMONSTRATE PROFICIENCY IN DINING ROOM OPERATIONS.--The student will be able to:

1/2 17.01 Prepare and maintain dining room for service.
17.02 Greet and escort customers.
17.03 Customer Service.

17.03.01 Present menu/menus
17.03.02 Sell and merchandise menu items.
17.03.03 Take orders.
17.03.04 Serve food.
17.03.05 Calculate and present guest check.

17.04 Handling money.

17.04.01 Demonstrate responsible cash handling.
17.04.02 Demonstrate ability to calculate and county customers change.

2|3 18.0 DEMONSTRATE A PROFICIENCY IN CUSTOMER RELATIONS.--The student will be able to:

18.01 Resolve customer complaints in a positive professional manner.
18.02 Cope with stressful situations.
18.03 Accommodate the needs of customers (handicapped, infants, elderly.)
18.04 Maintain a positive friendly dining room attitude.
18.05 Display team work.
18.06 Present a neat and clean appearance that will promote a positive image of the establishment.

19.0 DEMONSTRATE APPROPRIATE COMMUNICATION SKILLS -- The student will be able to:

1-3 19.01 Write logical and understandable statements, or phrases, to accurately fill out forms/invoices commonly used in business and industry.
19.02 Read and understand graphs, charts, diagrams, and tables commonly used in this industry/occupation area.
1-3 19.03 Read and follow written and oral instructions.
1-3 19.04 Answer and ask questions coherently and concisely.
19.05 Read critically by recognizing assumptions and implications and by evaluating ideas.
1-3 19.06 Demonstrate appropriate telephone/communication skills.

20.0 DEMONSTRATE APPROPRIATE MATH SKILLS -- The student will be able to:

20.01 Solve problems for volume, weight, area, circumference and perimeter measurements for rectangles, squares, and cylinders.
20.02 Measure tolerance(s) on horizontal and vertical surfaces using millimeters, centimeters, feet and inches.
20.03 Add, subtract, multiply and divide using fractions, decimals, and whole numbers.
1-3 20.04 Determine the correct purchase price, to include sales tax for a materials list containing a minimum of six items.
1-3 20.05 Demonstrate an understanding of federal, state and local taxes and their computation.

21.0 DEMONSTRATE APPROPRIATE UNDERSTANDING OF BASIC SCIENCE -- The student will be able to:

21.01 Understand molecular action as a result of temperature extremes, chemical reaction, and moisture content.
21.02 Draw conclusions or make inferences from data.
1-3 21.03 Identify health related problems which may result from exposure to work related chemicals and hazardous materials, and know the proper precautions required for handling such materials.
21.04 Understand pressure measurement in terms of P.S.I., inches of mercury and K.P.A.

3 22.0 DEMONSTRATE EMPLOYABILITY SKILLS--The student will be able to:

22.01 Conduct a job search.
22.02 Secure information about a job.
22.03 Identify documents which may be required when applying for a job.
22.04 Complete a job application form correctly.
22.05 Demonstrate competence in job interview techniques.
22.06 Identify or demonstrate appropriate responses to criticism from employer, supervisor or other employees.
22.07 Identify acceptable work habits.
22.08 Demonstrate a knowledge of how to make appropriate job changes.
22.09 Demonstrate acceptable employee health habits.
22.10 Demonstrate a knowledge of the "Florida Right-To-Know Law" as recorded in Florida Statutes Chapter 442.

23.0 DEMONSTRATE AN UNDERSTANDING OF ENTREPRENEURSHIP-- The student will be able to:

23.01 Define entrepreneurship.
23.02 Describe the importance of entrepreneurship to the American economy.
23.03 List the advantages and disadvantages of business ownership.
23.04 Identify the risks involved in ownership of a business.
23.05 Identify the necessary personal characteristics of a successful entrepreneur.
23.06 Identify the business skills needed to operate a small business efficiently and effectively.

## CURRICULUM-BASED VOCATIONAL ASSESSMENT (CBVA) RATING FORM

Name _____
ID# _____
Exceptionality _____
Home School _____
Shared-time School _____
ESE Dept. Chairperson _____

**Scale**

**Y = Yes N = No**

***DO NOT RATE ANY ITEM NOT OBSERVED***

School Year(s) _____
Grade(s) _____
Program Title: Commercial Foods
Program #: 8763000
MEPs: Dining Room Attendant

Rater's Name _____
Rater's Signature _____

**Scale**
**P = Proficient**
**M = Pro.w/modification**
**N = Not Proficient**
***DO NOT RATE ANY ITEM NOT OBSERVED***

| **WORK RELATED BEHAVIORS:** **Dates:** | | | | | **SPECIFIC SKILL OUTCOMES:** **Dates:** | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 1. Complies with attendance | Y N | Y N | Y N | Y N | 31. Identifies, stores, and safely uses chemicals/cleaning agents. | | | | |
| 2. Practices punctuality | Y N | Y N | Y N | Y N | | | | | |
| 3. Interacts with teachers or supervisors | Y N | Y N | Y N | Y N | 32. Identifies and practices preventive measures to preclude the occurrence of food borne illness. | | | | |
| 4. Cooperates as a team member | Y N | Y N | Y N | Y N | | | | | |
| 5. Seeks assistance appropriately | Y N | Y N | Y N | Y N | 33. Practices personal hygiene to required standards. | | | | |
| 6. Works unsupervised | Y N | Y N | Y N | Y N | 34. Maintains receiving/dry stores areas. | | | | |
| 7. Completes task accurately & in timely manner | Y N | Y N | Y N | Y N | 35. Maintains food preparation areas. | | | | |
| 8. Uses good judgment | Y N | Y N | Y N | Y N | 36. Maintains range hoods. | | | | |
| 9. Accepts changes | Y N | Y N | Y N | Y N | 37. Recognizes and maintains clean and sanitary refrigerated spaces. | | | | |
| 10. Accepts constructive criticism | Y N | Y N | Y N | Y N | | | | | |
| **Displays:** | | | | | 38. Recognizes, practices, and maintains sanitary/safe food handling practices in food holding areas/serving lines. | | | | |
| 11. Initiative | Y N | Y N | Y N | Y N | | | | | |
| 12. Integrity | Y N | Y N | Y N | Y N | 39. Prepares, cleans, rinses, sanitizes, and dries dishware, tableware items, and dish washing area. | | | | |
| 13. Frustration tolerance | Y N | Y N | Y N | Y N | | | | | |
| 14. Good manners and personal habits | Y N | Y N | Y N | Y N | 40. Prepares, cleans, rinses, sanitizes, and dries pots, pans, cooking utensils, and deep-sink area. | | | | |
| 15. Appearance required by situation | Y N | Y N | Y N | Y N | | | | | |
| 16. Safe use & proper care of materials/equipment | Y N | Y N | Y N | Y N | 41. Cleans and sanitizes guest/customer areas. | | | | |
| 17 _____ | Y N | Y N | Y N | Y N | 42. Demonstrates safe working practices. | | | | |
| | | | | | 43. Selects and uses hand tools in a safe and efficient manner. | | | | |
| 18 _____ | Y N | Y N | Y N | Y N | 44. Operates beverage equipment in a safe and efficient manner. | | | | |
| 19 _____ | Y N | Y N | Y N | Y N | 45. Identifies special precautions to be used when working with knives and cutting tools, slicers, and other equipment. | | | | |
| 20 _____ | Y N | Y N | Y N | Y N | 46. Operates ovens, ranges, griddles, fryers, broilers, and toasters in a safe and efficient manner. | | | | |
| | | | | | 47. Prepares and maintains dining room for service. | | | | |
| | | | | | 48. Demonstrates proficiency in customer relations. | | | | |

| GENERALIZED SKILL OUTCOMES: Dates: | | | | | MODIFICATIONS: *List date, item #, and modification for each (M) rating.* |
|---|---|---|---|---|---|
| 21 Understands/follows oral directions | Y N | Y N | Y N | Y N | DATE ITEM# MODIFICATION |
| 22 Communicates orally | Y N | Y N | Y N | Y N | |
| 23 Communicates in writing | Y N | Y N | Y N | Y N | |
| 24 Understands/follows written directions | Y N | Y N | Y N | Y N | |
| 25 Applies related terminology | Y N | Y N | Y N | Y N | |
| 26 Applies related measurement | Y N | Y N | Y N | Y N | |
| 27 Applies related math computation | Y N | Y N | Y N | Y N | |
| 28 Demonstrates problem solving | Y N | Y N | Y N | Y N | |
| 29 Demonstrates computer literacy | Y N | Y N | Y N | Y N | |
| 30 Shows interest in occupational area | Y N | Y N | Y N | Y N | *Use space below to list additional modifications or make general comments* |

58

# Competency Certificate

This is to certify that:

Chris

Achieved the performance levels acknowledged
on the reverse side for the program:

Commercial Foods

These competencies specifically prepare this student for:

DOT Job Title Dining Room Attendant

DOT# 311.677-018

This _____ Day of _____, 1993

_____ _____

Instructor Administrator

## DINING ROOM ATTENDANT

Major Competency Areas

The descriptions associated with each of the numbers focus on the level of student performance for each of the tasks listed below.

| | |
|---|---|
| 2= SKILLED | can perform job independently with no additional training |
| 1= MODERATELY SKILLED | has performed job independently during training program; limited additional training may be required |

| 2 | 1 | |
|---|---|---|
| | | Demonstrate acceptable professional and personal sanitation practices. |
| | | Demonstrate safe working practices. |
| | | Demonstrate equipment operation skills. |
| | | Prepare and maintain dining room for service. |

| 2 | 1 | |
|---|---|---|
| | | Demonstrate proficiency in customer relations. |
| | | Demonstrate employability skills. |
| | | Demonstrate appropriate communication skills. |
| | | Demonstrate appropriate math skills. |

60

**Commercial Foods**
**Student Example #2**

**"Drew"**

*Profile and Interests*

Drew had always enjoyed working with food in some capacity during the teenage years. During the 10th-grade year in high school, Drew had the opportunity to participate in the Work Experience Program. At the conclusion of the program, Drew talked with the program coordinator and expressed a strong interest in acquiring job preparatory skills in the foods area. Drew and the coordinator had a discussion about grades, skills, interests, and abilities. It became clear to the coordinator that Drew's reading, math, and language scores were at the fourth grade level. The coordinator had observed that Drew was an intense, creative, and detail-oriented person with good manipulative skills who liked to see tangible results. However, Drew expressed a distaste for working closely with people.

Drew met with the guidance counselor and discussed vocational goals. The counselor referred Drew to the Commercial Foods Instructor at the local vocational technical center. Drew made an appointment and met the instructor. After much discussion, the instructor invited Drew to visit the following week on Career Day. This observation provided the information needed to formulate more specific goals. Drew enrolled, with parental help, in the Commercial Foods Program at the local vocational technical center.

*Drew's IEP*

Upon review of Drew's interests and participation in the work experience program, as well as jobs charts/job descriptions, it was determined that Drew should enroll in the Commercial Foods program with modifications as indicated on the IEP.

An example of selected sections of Drew's IEP, including desired postschool outcome, employment/training annual goal, and short term objectives, may be found on page 63.

## CURRICULUM-BASED VOCATIONAL ASSESSMENT (CBVA) RATING FORM

Name: Drew
ID#:
Exceptionality:
Home School:
Shared time School:
ESE Dept. Chairperson:

**Scale**
Y = Yes N = No
*DO NOT RATE ANY ITEM NOT OBSERVED*

School Year(s): _____ Grade(s): ____
Course Name: Ex. Stu. Pre-Vocational & ESE Exploratory Edu./Home Economics Occupations
Course #: 788001006, 798001006
Rater's Name:
Rater's Signature:

**Scale**
P = Proficient
M = Pro. w/modification
N = Not Proficient
*DO NOT RATE ANY ITEM NOT OBSERVED*

| WORK RELATED BEHAVIORS: Dates: | | | | |
|---|---|---|---|---|
| 1. Complies with attendance | (Y) N | Y N | Y N | Y N |
| 2. Practices punctuality | (Y) N | Y N | Y N | Y N |
| 3. Interacts with teachers or supervisors | (Y) N | Y N | Y N | Y N |
| 4. Cooperates as a team member | Y (N) | Y N | Y N | Y N |
| 5. Seeks assistance appropriately | Y (N) | Y N | Y N | Y N |
| 6. Works unsupervised | (Y) N | Y N | Y N | Y N |
| 7. Completes task accurately & in timely manner | (Y) N | Y N | Y N | Y N |
| 8. Uses good judgment | (Y) N | Y N | Y N | Y N |
| 9. Accepts changes | Y (N) | Y N | Y N | Y N |
| 10. Accepts constructive criticism | (Y) N | Y N | Y N | Y N |
| **Displays:** | | | | |
| 11. Initiative | (Y) N | Y N | Y N | Y N |
| 12. Integrity | (Y) N | Y N | Y N | Y N |
| 13. Frustration tolerance | Y (N) | Y N | Y N | Y N |
| 14. Good manners and personal habits | (Y) N | Y N | Y N | Y N |
| 15. Appearance required by situation | (Y) N | Y N | Y N | Y N |
| 16. Safe use & proper care of materials/equipment | (Y) N | Y N | Y N | Y N |
| 17. _____ | Y N | Y N | Y N | Y N |
| 18. _____ | Y N | Y N | Y N | Y N |
| 19. _____ | Y N | Y N | Y N | Y N |
| 20. _____ | Y N | Y N | Y N | Y N |

| GENERALIZED SKILL OUTCOMES: Dates: | | | | |
|---|---|---|---|---|
| 21. Understands/follows oral directions | (Y) N | Y N | Y N | Y N |
| 22. Communicates orally | (Y) N | Y N | Y N | Y N |
| 23. Communicates in writing | Y (N) | Y N | Y N | Y N |
| 24. Understands/follows written directions (basic) | (Y) N | Y N | Y N | Y N |
| 25. Applies related terminology | (Y) N | Y N | Y N | Y N |
| 26. Applies related measurement (simple) | (Y) N | Y N | Y N | Y N |
| 27. Applies related math computation (simple) | (Y) N | Y N | Y N | Y N |
| 28. Demonstrates problem solving | (Y) N | Y N | Y N | Y N |
| 29. Demonstrates computer literacy | Y (N) | Y N | Y N | Y N |
| 30. Shows interest in occupational area | (Y) N | Y N | Y N | Y N |

| SPECIFIC SKILL OUTCOMES: Dates: | | | | |
|---|---|---|---|---|
| 31. Plans a balanced meal | M | | | |
| 32. Measures liquid ingredients | P | | | |
| 33. Measures dry ingredients | P | | | |
| 34. Operates range, microwave and oven | P | | | |
| 35. Follows a simple recipe | P | | | |
| 36. Practices sanitation in food preparation | P | | | |
| 37. Identifies use of kitchen equipment | P | | | |
| 38. Names basic food groups and RDA | M | | | |
| 39. Uses cleaning equipment and supplies | P | | | |
| 40. Operates a sewing machine | P | | | |
| 41. Completes a sewing project | M | | | |
| 42. Demonstrates hand sewing | P | | | |
| 43. Selects clothing appropriate to occasion | P | | | |
| 44. Describes proper daily hygiene | P | | | |
| 45. Describes qualities of good caregivers | P | | | |
| 46. Describes ways to babyproof a home | P | | | |
| 47. Describes babysitter responsibilities | P | | | |
| 48. Plans a fun family activity | P | | | |
| 49. Describes careers related to areas of Home Ec | P | | | |
| 50. Shows aptitude for careers related to Home Ec | P | | | |
| 51. Shows aptitude for careers in foods | P | | | |

**MODIFICATIONS:** *List date, item #, and modification for each (M) rating.*

| DATE | ITEM# | MODIFICATION |
|---|---|---|
| | 31, 38 | Provide verbal cues. |
| | 41 | Simplify directions, divide project into small steps. |

*Use back of form to list additional modifications or make general comments.*

62

**SAMPLE SECTIONS**

VERY GOOD SCHOOL DISTRICT
**TRANSITION INDIVIDUAL EDUCATIONAL PLAN**
Cover Page

Initial IEP ____/____
Current IEP ____/____
Review ____/____
Re-evaluation ____/____
Grade ____

Student Name ____Drew____ (Last / First / MI)
Student ID# ____ Date of Birth ____

FEFP COST FACTOR(S) 201 202 203 204 205 206 207 208 209 210 211 212 213 214 215

| EXCEPTIONAL EDUCATION ASSIGNMENTS/ AMOUNT OF SERVICES | INITIATION DATE | ANTICIPATED DURATION | ADDITIONAL INFORMATION |
|---|---|---|---|
| | | | * Consultation |
| RELATED SERVICES | | | |

EXTENT TO WHICH STUDENT WILL PARTICIPATE IN BASIC AND/OR VOCATIONAL EDUCATION (indicate total hours/week)

| Subject | Hours/week | Subject | Hours/week |
|---|---|---|---|
| Commercial Foods | 5 | | |
| | | | |
| | | | |

VOCATIONAL EDUCATION: ____
PHYSICAL EDUCATION: ___ Regular ___ Adaptive ___ Spec Designed

USE OF MAINSTREAM COST FACTOR
(Specify required aids, services, or equipment)

| Subject | Hours/week | Subject | Hours/week |
|---|---|---|---|
| Commercial Foods | 5* | | |
| | | | |
| | | | |

DIPLOMA DECISION: Standard ____ Special ____
____ Promoted ____ Retained ____ Summer School

COURSE MODIFICATIONS (specify)
Modification to curriculum framework
Additional time on tests

| IEP MEETING PARTICIPANTS - SIGNATURES | DATE | TITLE |
|---|---|---|
| LEA Rep | | |
| Parents | | |
| Student | | |
| Teacher(s) | | |
| Agency Rep | | |
| Agency Rep | | |
| Evaluator | | |
| Other(s) | | |

Page 1 NCR = White: District Pink: Family Yellow: Agency1 Blue: Agency2

STUDENT NAME Drew STUDENT ID# _____ DATE _____ PAGE ___ of ___

**Desired Postschool Outcome** (Consider the following: postsecondary education, continuing and adult education, vocational training, integrated employment, adult services, independent living and community participation)

Drew desires to work in the foods area, live independently, and pursue postsecondary vocational education.

**Statement of Student's Present Level of Performance**

Drew's academic skills are at the 4th grade level. Drew has good manipulative skills and is interested in learning to cook.

**Activity Areas**

| | | | |
|---|---|---|---|
| Instruction | ✓ | Post-school Adult Living | ___ |
| Community Experiences | ___ | *Daily Living Skills | ___ |
| Employment | ✓ | *Functional Voc. Assessment | ___ |

Check the appropriate activity area(s) addressed by the Annual Goal and Short-term Objectives below * If appropriate

**Annual Goal**

Drew will demonstrate mastery of skills needed to be a cook.

**SHORT-TERM OBJECTIVES**

1. See student performance standards identified on Commercial Foods curriculum framework (attached).

Vocational Education — Curriculum-Based Vocational Assessment (CBVA) every 6 weeks — ___ — ___ — Achieved N___ Y___ Date___

Responsible Person/Agency — Evaluation Procedures, Schedule, & Criteria — Start — End

2. _____

_____ — _____ — ___ — ___ — Achieved N___ Y___ Date___

Responsible Person/Agency — Evaluation Procedures, Schedule, & Criteria — Start — End

3. _____

_____ — _____ — ___ — ___ — Achieved N___ Y___ Date___

Responsible Person/Agency — Evaluation Procedures, Schedule, & Criteria — Start — End

4. _____

_____ — _____ — ___ — ___ — Achieved N___ Y___ Date___

Responsible Person/Agency — Evaluation Procedures, Schedule, & Criteria — Start — End

STUDENT NAME: Drew STUDENT ID#: _____ DATE: _____ PAGE ___ of ___

**No Services Needed**: The team feels that no transition supports, services, or skills are needed at this time in the following activity area(s) (NOTE: Each activity area must be addressed either through an annual goal or a statement in the space provided below. If the indication is that no services are needed, the team must indicate the basis on which this decision was made.)

**Instruction** _____

**Community Experiences** _____

**Employment** _____

**Post-school Adult Living** _____

## Responsibilities and/or Linkages

A person's signature below indicates willingness to provide or pay for the support(s), service(s), or skill(s) indicated on the previous page(s), as appropriate, in conformance with the person/agency's roles and responsibilities.

| Agency Represented | Responsibilities | Agency Representative's Signature |
|---|---|---|
| Vocational Education | Instruction with modifications | [signature] |
| Agency Represented | Responsibilities | Agency Representative's Signature |
| Family Member | Responsibilities | Family Member's Signature |
| Student | Responsibilities | Student's Signature |

Page 3 NCR = White: District Pink: Family Yellow: Agency1 Blue: Agency2

Drew

STUDENT PERFORMANCE STANDARDS EFFECTIVE DATE: July, 1993

PROGRAM AREA: Industrial Education SECONDARY NUMBER: 8763000

PROGRAM TITLE: Commercial Foods POSTSECONDARY NUMBER: ___

01.0 DEMONSTRATE ACCEPTABLE PROFESSIONAL AND PERSONAL SANITATION PRACTICES.--
The student will be able to:

Year 1 01.01 Chemical/Cleaning Agents

| | |
|---|---|
| 01.01.01 | Identify chemicals/cleaning agents and describe and practice proper usage. |
| 01.01.02 | Identify and practice proper storage procedures for chemicals/cleaning agents. |
| 01.01.03 | Identify and practice personnel handling precautions for caustics and acids. |
| 01.01.04 | Identify dangers of food contamination by chemicals/cleaning agents and identify and practice precautions against food contamination by chemicals/cleaning agents. |

01.02 Food Borne Illness

| | |
|---|---|
| 01.02.01 | Identify food borne illness and possible/probable causes. |
| 01.02.02 | Identify and practice preventative measures to preclude the occurrence of food borne illness. |

01.03 Personal Sanitation

| | |
|---|---|
| 01.03.01 | Recognize and practice personal hygiene standards consistent with aesthetic and sanitation requirements of food service operations. |

01.04 Receiving/Dry Stores Area

| | |
|---|---|
| 01.04.01 | Recognize and maintain a clean and sanitary receiving/dry stores area. |
| 01.04.02 | Clean and sanitize floors and walls. |
| 01.04.03 | Recognize and report indications of food spoilage. |
| 01.04.04 | Recognize and report indications of insect or rodent infestation. |

01.05 Food Preparation Areas

| | |
|---|---|
| 01.05.01 | Recognize and maintain clean and sanitary food preparation surfaces. |
| 01.05.02 | Clean and sanitize floors and walls. |
| 01.05.03 | Recognize and report indications of insect or rodent infestation. |

01.06 Range Hoods

| | |
|---|---|
| 01.06.01 | Degrease and clean range hoods. |
| 01.06.02 | Remove, clean, and replace filters. |

01.07 Reefers, Chill Boxes, and Freezers (Refrigerated Spaces)

| | |
|---|---|
| 01.07.01 | Identify safe/correct operating temperatures and limits in accordance with state and county codes |

and local practices.

01.07.02 Recognize and practice sanitary/safe food handling practices in refrigerated spaces.

01.07.03 Recognize and maintain clean and sanitary refrigerated spaces.

01.07.04 Recognize and report indications of food spoilage.

01.08 Food holding/Serving lines

01.08.01 Identify safe/correct operating temperatures and limits in accordance with state and county codes and local practices.

01.08.02 Recognize and practice sanitary/safe food handling practices in food holding areas and serving lines.

01.08.03 Recognize and maintain clean and sanitary food holding areas and serving lines.

01.08.04 Recognize and report indications of food spoilage.

01.09 Dishware/Tableware

01.09.01 Properly prepare dish washing area for use.

01.09.02 Properly prepare, clean, rinse, sanitize, and dry dishware and tableware items.

01.09.03 Properly clean, sanitize, and secure dish washing area.

01.10 Pots, Pans, and Cook Utensils

01.10.01 Properly prepare deep-sink area for use.

01.10.02 Properly prepare, clean, rinse, sanitize and dry pots, pans and cooking utensils.

01.10.03 Properly clean, sanitize, and secure deep-sink area.

01.11 Guest/Customer Areas

01.11.01 Properly clean and sanitize counter areas.

01.11.02 Properly clean and sanitize dining areas.

01.11.03 Properly clean and sanitize restrooms.

02.0 DEMONSTRATE SAFE WORKING PRACTICES.--The student will be able to:

02.01 Safety Hazards

02.01.01 Identify physical safety rules.

02.01.02 Identify physical safety hazards.

02.01.03 Recognize and correct or report physical safety hazards.

02.01.04 Identify electrical safety rules.

02.01.05 Identify electrical safety hazards.

02.01.06 Recognize and correct or report electrical safety hazards.

02.01.07 Identify fire safety rules.

02.01.08 Identify fire safety hazards.

02.01.09 Recognize and correct or report fire safety hazards.

02.02 First Aid

02.02.01 Identify First Aid requirements for a commercial food service operation.

02.02.02 Prepare subject and perform Heimlich maneuver.

03.0 DEMONSTRATE EQUIPMENT OPERATION SKILLS.--The student will be able to:

03.01 Hand Tools

03.01.01 Identify special precautions to be used when working with hand tools.
03.01.02 Select and use hand tools in a safe and efficient manner.

03.02 Beverage Equipment

03.02.01 Identify special precautions to be used when working with beverage equipment.
03.02.02 Correctly assemble and disassemble beverage equipment.
03.02.03 Operate beverage equipment in a safe and efficient manner.

03.03 Pressure Cookers and Steam Equipment

03.03.01 Identify special precautions to be used when working with steam under pressure.
03.03.02 Correctly assemble and disassemble equipment. Inspect all parts, gaskets and seals and report any discrepancy.
03.03.03 Operate pressure cookers and steam equipment in a safe and efficient manner.

03.04 Grinders and Tenderizers

03.04.01 Identify special precautions to be used when working with grinders and tenderizers.
03.04.02 Correctly assemble and disassemble equipment. Inspect all parts and report any discrepancy.
03.04.03 Operate grinders and tenderizers in a safe and efficient manner.

03.05 Knives and Cutting Tools

03.05.01 Identify special precautions to be used when working with knives and cutting tools.
03.05.02 Sharpen correctly knives and cutting tools. Inspect handles and guards and report any discrepancy.
03.05.03 Use knives and cutting tools in a safe and efficient manner.

03.06 Ovens, Ranges, Griddles, Fryers, Broilers, and Toasters

03.06.01 Identify special precautions to be used when working with ovens, ranges, griddles, fryers, broilers and toasters.
03.06.02 Correctly assemble and disassemble equipment. Inspect all parts and report any discrepancy.
03.06.03 Operate ovens, ranges, griddles, fryers, broilers and toasters in a safe and efficient manner.

03.07 Proofers

03.07.01 Identify special precautions to be used when working with proofers.

03.07.02 Correctly assemble and disassemble equipment. Inspect all parts, gaskets and seals and report any discrepancy.

03.07.03 Operate proofers in a safe and efficient manner.

03.08 Mixers and Blenders

03.08.01 Identify special precautions to be used when working with mixers and blenders.

03.08.02 Correctly assemble and disassemble equipment. Inspect all parts and report any discrepancy.

03.08.03 Operate mixers and blenders in a safe and efficient manner.

03.08.04 Perform the above competencies for all accessories or attachments used with the equipment.

03.09 Slicing Machines

03.09.01 Identify special precautions to be sued when working with slicing machines.

03.09.02 Correctly assemble and disassemble equipment. Inspect all parts and report any discrepancy. (Note: Special attention should be given to the guards on this machine.)

03.09.03 Operate slicing machines in a safe and efficient manner.

03.10 Food Warmers

03.10.01 Identify special precautions to be used when working with food warmers.

03.10.02 Correctly assemble and disassemble equipment. Inspect all parts and report any discrepancy.

03.10.03 Operate food warmers in a safe and efficient manner.

04.0 DEMONSTRATE EFFECTIVE COST CONTROL.--The student will be able to:

04.01 Inventory Control

04.01.01 Receive stores/supplies, count accurately and compare quantity received against invoice. Record received amount and process invoice in accordance with local procedures.

1/2 04.01.02 Store received stores/supplies in proper location. Rotate stores/materials in accordance with local procedures.

04.01.03 Conduct and accurately record an inventory of stores/supplies. Process inventory in accordance with local procedures.

1/2 04.01.04 Make break-outs and distribute stores/supplies. Utilize local procedures to maintain perpetual inventory.

04.02 Weights and Measures

1/2 04.02.01 Identify standard volume, liquid and weight as they apply to commercial food operations.

1/2 04.02.02 Convert accurately between standard units of measure as applicable to commercial food operations.

04.02.03 Convert recipes for both a greater and lesser number of portions.

1 (04.03) Portion Control

04.03.01 Identify principles of portion control and calculate cost per serving (Note: Cost of incorrect portion size, waste, and spoilage may be addressed here.)
04.03.02 Identify and apply portion control methods.

1/2 (05.0) PREPARE AND MANAGE SALADS.--The student will be able to:

05.01 Identify and select materials for salad preparation.
05.02 Prepare salads.
05.03 Hold salads for service.
05.04 Garnish and present salads.
05.05 Store reusable portions.
05.06 Prepare salad dressings, cold sauces, and derivatives.

1 (06.0) PREPARE AND MANAGE BEVERAGES.--The student will be able to:

06.01 Identify and select materials for beverage preparation.
06.02 Prepare hot and cold beverages.
06.03 Hold beverages for serving.
06.04 Garnish and present beverages.
06.05 Store reusable portions.

1/2 (07.0) PREPARE AND MANAGE SANDWICHES.--The student will be able to:

07.01 Identify and select materials for sandwich preparation.
07.02 Prepare hot and cold sandwiches.
07.03 Hold sandwiches for serving.
07.04 Garnish and present sandwiches.
07.05 Store reusable portions.

1/2 (08.0) PREPARE AND MANAGE FRUITS AND VEGETABLES.--The student will be able to:

08.01 Identify and select fruits and vegetables.
08.02 Prepare fruits and vegetables.
08.03 Hold fruits and vegetables for serving.
08.04 Garnish and present fruits and vegetables.
08.05 Store reusable portions.

(09.0) PREPARE AND MANAGE MEATS, POULTRY AND SEAFOOD.--The student will be able to:

1/2 (09.01) Identify and select meats.

09.01.01 Identify meat characteristics, proper cooking and done temperatures, traditional side dishes and condiments, possible parasites, and potential micro-organism growth.
09.01.02 Prepare meats with given recipes.
09.01.03 Hold meats for serving.
09.01.04 Garnish and present meats.
09.01.05 Store reusable portions.

1/2 (09.02) Identify and select poultry.

09.02.01 Identify poultry characteristics, proper cooking and done temperatures, traditional side dishes and condiments, possible parasites, and potential micro-organism growth.
09.02.02 Prepare poultry with given recipes.
09.02.03 Hold poultry for serving.
09.02.04 Garnish and present poultry.

09.02.05 Store reusable portions.

1/2 (09.03) Identify and select seafood.

09.03.01 Identify seafood characteristics, proper cooking and done temperatures, traditional side dishes and condiments, possible parasites, and potential micro-organism growth.
09.03.02 Prepare seafood with given recipes.
09.03.03 Hold seafood for serving.
09.03.04 Garnish and present seafood.
09.03.05 Store reusable portions.

(10.0) PREPARE AND MANAGE STOCKS, SOUPS, AND SAUCES/GRAVIES.--The student will be able to:

2 (10.01) Stocks

10.01.01 Identify and select ingredients.
10.01.02 Prepare basic stocks.
10.01.03 Store stock for future use.

2 (10.02) Soups

10.02.01 Identify and select ingredients.
10.02.02 Prepare soups.
10.02.03 Hold soups for service.
10.02.04 Garnish and present soups
10.02.05 Store leftover portions for future use.

2 (10.03) Sauces and Gravies

10.03.01 Identify and select ingredients.
10.03.02 Prepare sauces and gravies.
10.03.03 Hold sauces and gravies for service.
10.03.04 Store left over sauces and gravies for future use.

1/2 (11.0) PREPARE AND MANAGE FOODS UTILIZING DAIRY PRODUCTS.--The student will be able to:

11.01 Identify and select dairy products.
11.02 Prepare foods utilizing dairy products using given recipes.
11.03 Hold food containing dairy products for service.
11.04 Garnish and present foods containing dairy products.
11.05 Store reusable portions.

1/2 (12.0) PREPARE AND MANAGE FOODS UTILIZING EGG PRODUCTS.--The student will be able to:

12.01 Identify and select egg products.
12.02 Prepare foods utilizing egg products using given recipes.
12.03 Hold food containing egg products for service.
12.04 Garnish and present foods containing egg products.
12.05 Store reusable portions.

1/2 (13.0) PREPARE AND MANAGE FOODS UTILIZING FARINACEOUS (STARCHY) PRODUCTS.--The student will be able to:

13.01 Identify and select farinaceous products.
13.02 Prepare foods utilizing farinaceous products using given recipes.
13.03 Hold food containing farinaceous products for service.
13.04 Garnish and present foods containing farinaceous products.
13.05 Store reusable portions.

2 (14.0) PREPARE AND MANAGE BASIC DESSERTS.--The student will be able to:

14.01 Identify and select dessert ingredients.
14.02 Prepare basic dessert products.
14.03 Hold dessert products for service.
14.04 Garnish and present dessert products.
14.05 Store reusable portions.

(15.0) PREPARE AND MANAGE BASIC QUICK BREADS AND YEAST DOUGH.--The student will be able to:

1/2 (15.01) Quick Breads

15.01.01 Identify and select quick bread ingredients.
15.01.02 Prepare quick breads using given recipes.
15.01.03 Hold quick breads for service.
15.01.04 Present quick breads.
15.01.05 Store reusable portions.

1/2 (15.02) Yeast doughs

15.02.01 Identify and select yeast dough ingredients.
15.02.02 Prepare yeast dough products using given recipes.
15.02.03 Hold yeast dough products for service.
15.02.04 Present yeast dough products.
15.02.05 Store reusable portions.

(16.0) PREPARE AND MANAGE SPECIALTY ITEMS.--The student will be able to:

2 (16.01) Hot and Cold Appetizers

16.01.01 Identify and select ingredients.
16.01.02 Prepare hot and cold appetizers using given recipes.
16.01.03 Hold hot and cold appetizers for service.
16.01.04 Garnish and present hot and cold appetizers.
16.01.05 Store reusable portions.

2 (16.02) Aspic Coated Appetizers

16.02.01 Identify and select ingredients.
16.02.02 Prepare aspic coated appetizers using given recipes.
16.02.03 Hold aspic coated appetizers for service.
16.02.04 Garnish and present aspic coated appetizers.
16.02.05 Store reusable portions.

2 (16.03) Petite Salads

16.03.01 Identify and select ingredients.
16.03.02 Prepare petite salads using given recipes.
16.03.03 Hold petite salads for service.
16.03.04 Garnish and present petite salads.
16.03.05 Store reusable portions.

2 (16.04) Specialty Soups and Consumes'

16.04.01 Identify and select ingredients.
16.04.02 Prepare specialty soups.
16.04.03 Hold specialty soups for service.
16.04.04 Garnish and present specialty soups.

16.04.05 Store left over portions for future use.

16.05 Cocktails

16.05.01 Identify and select ingredients.
16.05.02 Prepare cocktails using given recipes.
16.05.03 Hold cocktails for service.
16.05.04 Garnish and present cocktails.
16.05.05 Store reusable portions.

2 (16.06) Dips

16.06.01 Identify and select ingredients.
16.06.02 Prepare dips using given recipes.
16.06.03 Hold dips for service.
16.06.04 Garnish and present dips.
16.06.05 Store reusable portions.

2 (16.07) Variety Meats

16.07.01 Identify variety meat characteristics, proper cooking and done temperatures, traditional side dishes and condiments, possible parasites, and potential micro-organism growth.
16.07.02 Prepare variety meats with given recipes.
16.07.03 Hold variety meats for serving.
16.07.04 Garnish and present variety meats.
16.07.05 Store reusable portions.

2 (16.08) Meringues

16.08.01 Identify and select ingredients.
16.08.02 Prepare meringues using given recipes.
16.08.03 Hold meringues for service.
16.08.04 Garnish and present meringues.
16.08.05 Store reusable portions.

1 (16.09) Sugar Cookies

16.09.01 Identify and select ingredients.
16.09.02 Prepare sugar cookies using given recipes.
16.09.03 Hold sugar cookies for service.
16.09.04 Garnish and present sugar cookies.
16.09.05 Store reusable portions.

1/2 (16.10) Cake Decorating

16.10.01 Identify and select ingredients for cake decorating.
16.10.02 Select and prepare decorating equipment.
16.10.03 Prepare icings from given recipes.
16.10.04 Decorate cakes and pastries.
16.10.05 Hold cakes and pastries for service.
16.10.06 Present cakes and pastries.
16.10.07 Store reusable portions.
16.10.08 Apply cake decorating practices to garnishes and presentations.

17.0 DEMONSTRATE PROFICIENCY IN DINING ROOM OPERATIONS.--The student will be able to:

17.01 Prepare and maintain dining room for service.
17.02 Greet and escort customers.
17.03 Customer Service.

17.03.01 Present menu/menus
17.03.02 Sell and merchandise menu items.
17.03.03 Take orders.
17.03.04 Serve food.
17.03.05 Calculate and present guest check.

17.04 Handling money.

17.04.01 Demonstrate responsible cash handling.
17.04.02 Demonstrate ability to calculate and county customers change.

18.0 DEMONSTRATE A PROFICIENCY IN CUSTOMER RELATIONS.--The student will be able to:

18.01 Resolve customer complaints in a positive professional manner.
18.02 Cope with stressful situations.
18.03 Accommodate the needs of customers (handicapped, infants, elderly.)
18.04 Maintain a positive friendly dining room attitude.
18.05 Display team work.
18.06 Present a neat and clean appearance that will promote a positive image of the establishment.

1/2 19.0 DEMONSTRATE APPROPRIATE COMMUNICATION SKILLS -- The student will be able to:

19.01 Write logical and understandable statements, or phrases, to accurately fill out forms/invoices commonly used in business and industry.
19.02 Read and understand graphs, charts, diagrams, and tables commonly used in this industry/occupation area.
19.03 Read and follow written and oral instructions.
19.04 Answer and ask questions coherently and concisely.
19.05 Read critically by recognizing assumptions and implications and by evaluating ideas.
19.06 Demonstrate appropriate telephone/communication skills.

20.0 DEMONSTRATE APPROPRIATE MATH SKILLS -- The student will be able to:

20.01 Solve problems for volume, weight, area, circumference and perimeter measurements for rectangles, squares, and cylinders.
20.02 Measure tolerance(s) on horizontal and vertical surfaces using millimeters, centimeters, feet and inches.
1/2 20.03 Add, subtract, multiply and divide using fractions, decimals, and whole numbers.
1/2 20.04 Determine the correct purchase price, to include sales tax for a materials list containing a minimum of six items.
1/2 20.05 Demonstrate an understanding of federal, state and local taxes and their computation.

21.0 DEMONSTRATE APPROPRIATE UNDERSTANDING OF BASIC SCIENCE -- The student will be able to:

21.01 Understand molecular action as a result of temperature extremes, chemical reaction, and moisture content.
21.02 Draw conclusions or make inferences from data.
1/2 21.03 Identify health related problems which may result from exposure to work related chemicals and hazardous materials, and know the proper precautions required for handling such materials.
21.04 Understand pressure measurement in terms of P.S.I., inches of mercury and K.P.A.

1/2 22.0 DEMONSTRATE EMPLOYABILITY SKILLS--The student will be able to:

22.01 Conduct a job search.
22.02 Secure information about a job.
22.03 Identify documents which may be required when applying for a job.
22.04 Complete a job application form correctly.
22.05 Demonstrate competence in job interview techniques.
22.06 Identify or demonstrate appropriate responses to criticism from employer, supervisor or other employees.
22.07 Identify acceptable work habits.
22.08 Demonstrate a knowledge of how to make appropriate job changes.
22.09 Demonstrate acceptable employee health habits.
22.10 Demonstrate a knowledge of the "Florida Right-To-Know Law" as recorded in Florida Statutes Chapter 442.

23.0 DEMONSTRATE AN UNDERSTANDING OF ENTREPRENEURSHIP-- The student will be able to:

23.01 Define entrepreneurship.
23.02 Describe the importance of entrepreneurship to the American economy.
23.03 List the advantages and disadvantages of business ownership.
23.04 Identify the risks involved in ownership of a business.
23.05 Identify the necessary personal characteristics of a successful entrepreneur.
23.06 Identify the business skills needed to operate a small business efficiently and effectively.

## CURRICULUM-BASED VOCATIONAL ASSESSMENT (CBVA) RATING FORM

Name _____
ID# _____
Exceptionality _____
Home School _____
Shared-time School _____
ESE Dept. Chairperson _____

**Scale**

**Y = Yes N = No**

***DO NOT RATE ANY ITEM NOT OBSERVED***

School Year(s) _____
Grade(s) _____
Program Name: Commercial Foods
Program #: 8763000
MEPs: Cook

Rater's Name _____
Rater's Signature _____

**Scale**
**P = Proficient**
**M = Pro.w/modification**
**N = Not Proficient**
***DO NOT RATE ANY ITEM NOT OBSERVED***

| **WORK RELATED BEHAVIORS:** **Dates:** | | | | |
|---|---|---|---|---|
| 1 Complies with attendance | Y N | Y N | Y N | Y N |
| 2 Practices punctuality | Y N | Y N | Y N | Y N |
| 3 Interacts with teachers or supervisors | Y N | Y N | Y N | Y N |
| 4 Cooperates as a team member | Y N | Y N | Y N | Y N |
| 5 Seeks assistance appropriately | Y N | Y N | Y N | Y N |
| 6 Works unsupervised | Y N | Y N | Y N | Y N |
| 7 Completes task accurately & in timely manner | Y N | Y N | Y N | Y N |
| 8 Uses good judgment | Y N | Y N | Y N | Y N |
| 9 Accepts changes | Y N | Y N | Y N | Y N |
| 10 Accepts constructive criticism | Y N | Y N | Y N | Y N |
| **Displays:** | | | | |
| 11 Initiative | Y N | Y N | Y N | Y N |
| 12 Integrity | Y N | Y N | Y N | Y N |
| 13 Frustration tolerance | Y N | Y N | Y N | Y N |
| 14 Good manners and personal habits | Y N | Y N | Y N | Y N |
| 15 Appearance required by situation | Y N | Y N | Y N | Y N |
| 16 Safe use & proper care of materials/equipment | Y N | Y N | Y N | Y N |
| 17 _____ | Y N | Y N | Y N | Y N |
| 18 _____ | Y N | Y N | Y N | Y N |
| 19 _____ | Y N | Y N | Y N | Y N |
| 20 _____ | Y N | Y N | Y N | Y N |

| **SPECIFIC SKILL OUTCOMES:** **Dates:** | | | | |
|---|---|---|---|---|
| 31. Identifies, stores, and safely uses chemicals/cleaning agents. | ___ | ___ | ___ | ___ |
| 32. Identifies and practices preventive measures to preclude the occurrence of food borne illness. | ___ | ___ | ___ | ___ |
| 33. Practices personal hygiene to required standards. | ___ | ___ | ___ | ___ |
| 34. Maintains receiving/dry stores areas. | ___ | ___ | ___ | ___ |
| 35. Maintains food preparation areas. | ___ | ___ | ___ | ___ |
| 36. Maintains range hoods. | ___ | ___ | ___ | ___ |
| 37. Recognizes and maintains clean and sanitary refrigerated spaces. | ___ | ___ | ___ | ___ |
| 38. Recognizes, practices, and maintains sanitary/safe food handling practices in food holding areas/serving lines. | ___ | ___ | ___ | ___ |
| 39. Prepares, cleans, rinses, sanitizes, and dries dishware, tableware items, and dish washing area. | ___ | ___ | ___ | ___ |
| 40. Prepares, cleans, rinses, sanitizes, and dries pots, pans, cooking utensils, and deep-sink area. | ___ | ___ | ___ | ___ |
| 41. Demonstrates safe working practices. | ___ | ___ | ___ | ___ |
| 42. Selects and uses hand tools in a safe and efficient manner. | ___ | ___ | ___ | ___ |
| 43. Assembles, disassembles, and operates beverage equipment in a safe and efficient manner. | ___ | ___ | ___ | ___ |
| 44. Assembles, disassembles, and operates pressure cookers and steam equipment in a safe and efficient manner. | ___ | ___ | ___ | ___ |
| 45. Assembles, disassembles, and operates grinders and tenderizers in a safe and efficient manner. | ___ | ___ | ___ | ___ |
| 46. Use knives and cutting tools in a safe and efficient manner. | | | | |

77

| GENERALIZED SKILL OUTCOMES: Dates: | | | | |
|---|---|---|---|---|
| 21 Understands/follows oral directions | Y N | Y N | Y N | Y N |
| 22 Communicates orally | Y N | Y N | Y N | Y N |
| 23 Communicates in writing | Y N | Y N | Y N | Y N |
| 24 Understands/follows written directions | Y N | Y N | Y N | Y N |
| 25 Applies related terminology | Y N | Y N | Y N | Y N |
| 26 Applies related measurement | Y N | Y N | Y N | Y N |
| 27 Applies related math computation | Y N | Y N | Y N | Y N |
| 28 Demonstrates problem solving | Y N | Y N | Y N | Y N |
| 29 Demonstrates computer literacy | Y N | Y N | Y N | Y N |
| 30 Shows interest in occupational area | Y N | Y N | Y N | Y N |

| SPECIFIC SKILL OUTCOMES: Dates: | | | | |
|---|---|---|---|---|
| 47. Operates ovens, ranges, griddles fryers, broilers, and toasters in a safe and efficient manner. | | | | |
| 48. Operates proofers, blenders, slicing machines, and food warmers in a safe and efficient manner. | | | | |
| 49. Stores and rotates stores/materials in accordance with local procedure. | | | | |
| 50. Maintains inventory. | | | | |
| 51. Converts accurately between standard units of measure as applicable to commercial food operations. | | | | |
| 52. Identifies and applies portion control methods. | | | | |
| 53. Prepares and manages salads. | | | | |
| 54. Prepares and manages beverages. | | | | |
| 55. Prepares and manages sandwiches. | | | | |
| 56. Prepares and manages fruits and vegetables. | | | | |
| 57. Prepares and manages meats, poultry, and seafood. | | | | |
| 58. Prepares and manages soups, sauces, and gravies. | | | | |
| 59. Prepares and manages foods utilizing dairy products, egg products, and starchy products. | | | | |
| 60. Prepares and manages basic desserts, basic quick breads and yeast dough. | | | | |
| 61. Prepares and manages specialty foods. | | | | |
| 62. Demonstrates an understanding of entrepreneurship. | | | | |
| 63. Completes job application and conducts job search. | | | | |

78

**MODIFICATIONS:** ***List date, item #, and modification for each (M) rating.***

DATE ITEM# MODIFICATION

_____ _____ _____

_____ _____ _____

_____ _____ _____

_____ _____ _____

_____ _____ _____

_____ _____ _____

_____ _____ _____

_____ _____ _____

***Use space below to list additional modifications or make general comments.***

# Competency Certificate

This is to certify that:

Drew

Achieved the performance levels acknowledged
on the reverse side for the program:

Commercial Foods

These competencies specifically prepare this student for:

DOT Job Title Cook

DOT# 313.361-014

This _____ Day of _____, 1993

_____ Instructor

_____ Administrator

## COOK

Major Competency Areas

The descriptions associated with each of the numbers focus on the level of student performance for each of the tasks listed below.

| | |
|---|---|
| 2= SKILLED | can perform job independently with no additional training |
| 1= MODERATELY SKILLED | has performed job independently during training program; limited additional training may be required |

| 2 | 1 | |
|---|---|---|
| | | Demonstrate acceptable professional and personal sanitation practices. |
| | | Demonstrate safe working practices. |
| | | Demonstrate proper equipment operation skills. |
| | | Practice good food production skills. |

| 2 | 1 | |
|---|---|---|
| | | Demonstrate proficiency in dining room operations. |
| | | Demonstrate proficiency in customer relations. |
| | | Demonstrate appropriate communication skills. |
| | | Demonstrate employability skills. |

# APPENDIX

# COURSE MODIFICATIONS RULE

**6A-6.0312 Course Modifications for Exceptional Students.** School boards shall modify basic courses, as necessary, to assure exceptional students the opportunity to meet the graduation requirements for a standard diploma. School boards shall modify vocational courses and programs of study, as necessary, to assure handicapped students the opportunity to meet graduation requirements for a standard or a special diploma.

(1) Modifications to basic courses shall not include modifications to the curriculum frameworks or student performance standards. When modifying vocational courses, the particular outcomes and student performance standards which a student must master to earn credit must be specified on the student's individual educational plan.

(2) Modifications to basic or vocational courses may include any of the following:

(a) The instructional time may be increased or decreased.

(b) Instructional methodology may be varied.

(c) Special communications systems may be used by the teacher or the student.

(d) Classroom and district test administration procedures and other evaluation procedures may be modified as specified in Rule 6A-1.0943, FAC, to accommodate the student's handicap.

(3) When modifying basic courses, the school board shall use one of the following strategies:

(a) Assignment of the exceptional student to an exceptional education class for instruction in a basic course with the same student performance standards as those required of nonexceptional students in the district pupil progression plan, or

(b) Assignment of the exceptional student to a basic education class for instruction which is modified to accommodate the student's exceptionality.

(4) The district shall determine which of these strategies to employ based on an assessment of the student's needs and shall reflect this decision in the student's individual educational plan.

(5) Exceptional students enrolled in basic courses utilizing the strategy described in Rule 6A-6.0312(3)(a), FAC, shall be counted at exceptional student special program cost factors only if the class is being taught in a special program for exceptional students, by a qualified teacher in accordance with Rule 6A-1.0503, FAC.

(6) The school board's provisions for course modifications shall be incorporated in the district's pupil progression plan.

Specific Authority 229.053(1), 230.23(4)(m), 236.081(1)(c) FS. Law Implemented 232.246(5), 232.247 FS. History - New 4-30-85, Formerly 6A-6.312, Amended 4-23-87.

Affirmative action/equal opportunity employer

DD 025 BK 93